

# Content curation on virtual environments: a perspective from the university professor

## Curación de contenidos en ambientes virtuales: una mirada desde el docente universitario

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### Keywords

Professors; higher  
education; competency;  
information society

### ABSTRACT

The objective of this paper was to characterize the current state of content curation in university professors. Also, a diagnosis was made to establish the informational competencies that these professionals possessed. The study methodology was based on the quantitative perspective with a descriptive scope and the use of the survey as a research technique that evaluated four dimensions: search, selection, characterization and dissemination of digital content. The results presented a set of shortcomings in the explicit dimensions, with an emphasis on characterization, since in educational digital content the textual format prevailed and critical evaluations were scarce. Moreover, insufficient use of content curation tools was detected. A wider participation of subjects due to the social distancing caused by covid-19 was evidenced as a limitation. The novelty of the study consisted in analyzing content curation with an informational competence approach, transversal in the training of university professors. It was concluded that there is little training in relation to the curation of content for teaching, as some indications of informational performance were observed, in isolation that hindered a better preparation of the subject.

### RESUMEN

El objetivo de la indagación fue caracterizar el estado actual de la curación de contenidos en docentes universitarios. Asimismo, se realizó un diagnóstico para determinar las competencias informacionales que poseían estos profesionales. La metodología del estudio se sustentó en la perspectiva cuantitativa con un alcance descriptivo y la utilización de la encuesta como técnica de investigación que evaluó cuatro dimensiones: búsqueda, selección, caracterización y difusión de contenidos digitales. Los resultados arrojaron un conjunto de falencias en las dimensiones explícitas, con énfasis en la caracterización, ya que en los contenidos digitales educativos prevalecía el formato textual y eran escasas las valoraciones críticas. Además, se detectó un insuficiente empleo de herramientas de curación de contenidos. Como limitante se evidenció una participación más amplia de sujetos debido al distanciamiento social provocado por la covid-19. La novedad del estudio consistió en analizar la curación de contenidos con enfoque de competencia informacional, transversal en la formación de docentes universitarios. Se concluyó que hay una escasa formación en relación con la curación de contenidos para la docencia, pues se observaron, aisladamente, algunos indicios del desempeño informacional que obstaculizaban una mejor preparación de la asignatura.

### Palabras clave

Docente; educación  
superior; competencia;  
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## INTRODUCTION

The advent of the post-industrial society, better known as the information society, has brought about great changes in human life. Technological progress in telecommunications and information technology has led to an excessive production of information at an unprecedented speed, which has demanded a rapid capacity from people to adapt to the environment and greater autonomy in the processes that are part of everyday life.

Higher education, as part of society, responds to the challenges posed by modern times. In this sense, it is necessary to integrate the curricula and analytical programs of the disciplines with updated digital information. Thus, it is germane to provide continuous teacher training in virtual spaces, characterized by the speed with which information circulates. Therefore, the continuous training of university teachers in the competencies demanded by the digital era becomes a permanent interest (Palacios-Rodríguez and Martín-Párraga, 2021; Solano, Marín and Rocha, 2022).

Casillas, Cabezas, Ibarra and Rodríguez (2020) explain that university teacher training in today's society must be oriented towards new ways of accessing, generating and transmitting reliable data and knowledge that facilitate students' learning and proper understanding of disciplinary content. In this context, content curation emerges as a process that allows the retrieval of quality information on the Internet for the creation and dissemination of digital content on a specific subject matter.

Content curation in the scientific literature has been approached from the fields of communication (López-Borrull and Ollé, 2019; Guallar, Pedraza-Jiménez, Pérez-Montoro and Anton, 2021), information (Malinen, 2021; Sujatha, 2018) and marketing (Abid, Harrigan and Roy, 2020; Nair and Gupta, 2021), with a predominance of the first two and, above all, in the Ibero-American context. For several years now, its potential has been glimpsed in the educational environment, especially in higher education.

A review of the literature reveals some research that examines content curation in the performance of university teachers. Based on the above, there are studies from an instrumental point of view that see curation as a tool for carrying out learning activities in Web 2.0. In this sense, researches focused on the use of content curation tools for the teaching-learning process stand out (Sawyer et al., 2020; Kononets et al., 2021).

Other research, from the informational perspective, argues that content curation contributes to the information management of university faculty. Juárez, Torres and Herrera (2017) make an important contribution to Ibero-America with the analysis of 19 empirical studies on content curation in higher education teachers and students. The authors highlight that collaborative learning, information management and training for

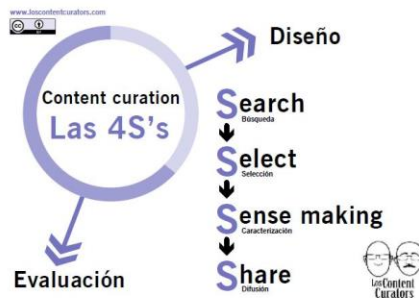
digital media are the most analyzed aspects in the scientific production on content curation. In line with this study, subsequent research, using literature reviews, assess the importance of content curation for the information management of university teachers (Hernández-Campillo, Carvajal, & Legañoa, 2018; Hernández-Campillo, Carvajal, Legañoa, & Campillo, 2021).

Furthermore, research is reported to show content curation as a tool that allows the acquisition of informational competencies in university students and, in turn, facilitates the learning of disciplinary content by means of search, selection and dissemination of information relevant to a subject (Aguilar-Peña, Rus-Casas, Eliche-Quesada, Muñoz-Rodríguez, & La Rubia, 2022; Alcívar, 2020; Castillejos, 2019; Spiering & Lechtenberg, 2021). However, for the above to happen, it is necessary to ensure teacher training in how to curate educational digital content.

Based on the positions assumed by the aforementioned authors, content curation is conceived as a specific competence, necessary in all university teacher training spaces. These professionals must carry out a continuous search, selection, creation and dissemination of current disciplinary content, as well as scientific research that contribute to the training process. Thus, content curation is associated with informational competence, since it involves sub-processes such as retrieval, storage, organization, presentation and dissemination of digital information.

#### **CONTENT CURATION FROM THE PERSPECTIVE OF INFORMATION COMPETENCIES: THE 4S MODEL OF CONTENT CURATION**

The link between content curation and information competency is also evident in the development of models that help to understand their close relationship. Within this framework, the 4S model of content curation by Guallar and Leiva-Aguilera (2013) is taken as a theoretical reference (see figure). The authors construct a model with different phases of information management such as planning the search process, searching, selecting, presenting and disseminating digital information. They also recognize information evaluation as a fundamental aspect to assess the impact of the information product that has been created.



**Figura.** Modelo de las 4S de la *content curation*.  
Fuente: <http://www.loscontentcurators.com/las-4ss-de-la-content-curation>

According to the authors, in the design of the content curation process, the subject of the curation, its purpose, the tools to be used in each phase and the periodicity of the curation are defined. Subsequently, the search phase, understood as the access to information sources and the retrieval of digital content through the development of a search strategy, is carried out. During this phase, alert systems, RSS reader and social networks are recommended as relevant tools.

The selection (select) involves the determination of the best digital content related to the topic; for this it is necessary to establish criteria such as relevance, reliability, timeliness, novelty or others that denote the quality of the information. Although the selection is a manual filter because it requires the discernment of the curator, online storage and organization tools such as Pocket or Evernote, Diigo or Pearltrees are necessary.

The sense making stage consists of the creation of curated products such as blogs, lists of links, newsletters, thematic boards or others, based on the previously selected content. In this phase, the contribution of comments and opinions on the content created is considered essential, otherwise the information is replicated and what is done is to add more content. Web platforms specialized in creation, such as Scoop.it, Pinterest, Listly, Twitter and blogs, are essential for this stage. According to Guallar (2020), works published in academic journals are also the result of a curation process.

With regard to sharing, it refers to sharing the content created in virtual environments. In this sense, social networks such as Twitter, Facebook, Pinterest, LinkedIn and e-mail are useful. The model concludes with evaluation and, although it is not taken into account as a stage, it is considered essential for the curation process as it allows the detection of errors arising in the process, as well as the feedback of the content created.

Although this proposal is made from journalism and documentation, it is distinguished by its applicability to information competencies, since it expresses the essential performances in a growing context of information

and these are applicable to the training of university professors. At the same time, it comprises an advance with respect to previous models by shortening the curation process and introducing tools for each stage.

According to the above mentioned theoretical basis, as well as the teaching and research experience of the authors, the following research problem is formulated as a research problem: insufficiencies in information management that limit the didactic performance of university teachers. Therefore, the possibility of favoring digital information management in university teachers with the application of a diagnosis that analyzes content curation as an informational competence is hypothesized.

The aim of the study is to characterize the current state of training in content curation as a competence in university teachers. The contribution of this work consists of analyzing content curation with an informational competence approach, transversal in the training of university teachers and in the didactics of the teaching-learning process of Cuban higher education, where the preparation of the subject is the cornerstone for the training of a graduate according to the demands of today's society.

## DESIGN AND METHODOLOGY

The paradigm of quantitative methodology is assumed, where obtaining information is based on objective measurements and mathematical statistical analysis, providing the researcher with the enrichment of his work (Jiménez, 2020). For data collection, the survey is used as a research technique, where the phenomena of interest are measured according to one or more variables that allow identifying trends (Cárdenas, 2018).

A descriptive study was conducted from April to November 2021, at the University of Camagüey Ignacio Agramonte Loynaz (UC, Cuba), with the purpose of diagnosing the knowledge of teachers regarding content curation in virtual environments. The population consisted of all the university professors with main teaching categories (full professor, associate professor or assistant professor). This delimitation of the study universe, which excluded instructor professors, was aimed at guaranteeing a minimum experience of at least three years of teaching work in Cuban higher education.

The sample typology chosen was non-probabilistic or directed, where "the choice of the elements does not depend on probability, but on causes related to the characteristics of the research or of the sampler" (Hernández, Fernández & Baptista, 2018, p. 176). Thus, a direct selection was made of professors with main teaching categories who worked in at least one UC degree. In this sense, 220 subjects were part of the research, according to the positive willingness to participate voluntarily and that, in addition, they answered the instrument sent in a relatively short period of time. Regarding the composition of the sample, 15% consisted of full

professors, 48% of associate professors and 37% of assistant professors; of the above, 52% were female. Likewise, 30% had a doctoral degree in science, 67% had a master's degree in science and 3% had a bachelor's degree.

In addition, it was decided to include university students with the aim of contrasting whether their professors curated digital content for the subjects they taught. In line with this, a purposive sample of 80 students belonging to all majors who offered their willingness to participate in the research was selected. Thus, 30% of the students were in Technical Sciences, 45% in the areas of Social Sciences and 25% were trained in Pedagogical Sciences.

For designing the diagnosis and making the questionnaire, the stages proposed by Guallar and Leiva-Aguilera (2013) were taken as dimensions. The analysis indicators assumed for the diagnosis are the fundamental aspects of the stages, appropriate to university teaching. The operationalization of the variable under study is explained in Table 1.

**Tabla 1. Operacionalización de la variable formación informacional del docente universitario para la curación de contenidos**

Dimensions	Analysis indicators
Search	Search strategies implementation for the localization of information
	Use of technological tools available for the search of information
Selection	Criteria definition for the selection of content in correspondence with the objectives of the docent disciplines
	Compilation of information through the defined criteria of the students, on the available technological tools
Characterization	Assessment of the information contained in the documents compiled from the web
	Digital content creation through the assignment goals and the students' characteristics, on the available technological tools
Diffusion	Publication of the content creates in virtual learning environments
	Diffusion of the content crated in social media

Source: Adapted from Guallar y Leiva-Aguilera (2013).

The instrument applied to the teachers was a survey (see Annex 1) that allowed gathering information on the search, selection, creation and dissemination of digital content that university teachers carry out for planning their subjects. The survey consisted of eleven items, most of which were closed, although five of them had open-ended items so as not to restrict respondents' answers to the options in the instrument. The questions were distributed according to the following dimensions: search (3), selection (4), characterization (3) and dissemination (1).



In view of the physical distancing established by the Cuban government to deal with the covid-19 pandemic, the instrument was sent by e-mail. Subsequently, subjects were allowed to respond over a period of up to three weeks. In a general sense, it is emphasized, from an ethical perspective, that the information obtained from these instruments was only used for the exclusive purposes of the research. The results from applying the questionnaires were processed by means of percentage calculation with the help of Microsoft Excel.

In relation to the students, an online survey was applied (see Attachment 2) by means of the instant messaging app Telegram. The use of this technique was based on the criteria of Shafaq, Ali, Memon, Ahmad and Soomro (2021), who said that, currently, with the purpose of knowing about the opinion of students on a topic, the best strategy is an online survey because of the wide use of internet in this community and to obtain a greater number of responses in a short time. The instrument consisted of closed items, which were distributed as follows: search (2), selection (1), characterization (2) and dissemination (1).

In order to determine the reliability index of the surveys, the Cronbach's alpha internal consistency coefficient statistical test was applied. The test result for the instruments turned out to be 0.85; therefore, their reliability was considered sufficiently satisfactory. In line with this result, the data collected allow an understanding of the current state of digital content curation in the teaching staff of a Cuban higher education center.

## RESULTS

The description presented below relates to the dimensions and indicators explained in the previous section. The following information was obtained from triangulation of the instruments applied:

### *Search dimension*

It was found that 56% of the teachers surveyed searched for information on the Internet every six months, 32% monthly, while 12% did so on a weekly basis. Regarding the implementation of search strategies to locate digital information, 32% of the teachers surveyed stated that they used this procedure. Regarding the topics on which the searches were focused, 76% of the research subjects acknowledged that they were guided by the objectives of the subject they teach and 24% took into account the informational needs and interests of their students. The survey applied to the students showed that 80% of the contents found by their teachers were in line with the objectives of the subjects taught, while 20% considered that they were adapted to their informational needs. Regarding the frequency with which they receive digital content, 95% of the students stated that it was always provided.

Predominant digital tools used to search for information among the teachers surveyed were: the Google search engine (52%) and scientific databases (24%). An interesting finding included the use, to a lesser extent, of Google Scholar (13%) as a search engine for scientific information, as well as the use of alert systems such as Google Alerts (11%) for teaching updates.

### ***Selection dimension***

The teachers surveyed referred to the application of selection criteria to determine the most relevant digital content after its retrieval. The priority criterion was topicality (43%), followed by educational relevance (24%). Other criteria selected by university professors were the authority of the information source (14%), the format of the selected information (10%) and its accessibility (9%). However, 75% of the students indicated that the selection of digital content by the teacher was made according to the objectives of the subject; while the rest of the students (25%) recognized that their informational needs were the guiding element in the choice of digitized information for the subject.

Regarding the collection of information in digital tools, it was found that 61% of the teachers surveyed preferred to store information in Zotero; while 23% chose to use Mendeley; on the other hand, 10% used Evernote and 6%, Pocket. When asked about how teachers organized the digital content selected in the digital tools, folders prevailed (88%) to the detriment of tags (12%).

### ***Characterization dimension***

In order to evaluate the information contained in the documents collected from the Internet, it was found that 60% of the teachers surveyed, once the digital content was selected, extracted fragments. On the other hand, 30% of the respondents took notes to later incorporate them into the created content. It was revealed that 10% of the teachers made comments and summaries to add value to the digital content they would prepare.

Of the teachers surveyed, 89% stated that the creation of digital content is in line with the objectives of the subject. The remaining 11% of the participants in the study mentioned that the development of digital content is according to the individual differences of students in learning the subjects.

It was found that the most detailed digital contents were bibliographic materials in textual format (69%), and to a lesser extent articles (20%), thematic boards (6%) and videos (5%) as support resources. Going deeper into the previous idea, the most used tools are word processing (75%), audio/video recording devices (20%), as well as Scoop.it and Pinterest (6%).



Regarding the production of digital content, 87% of the students stated that their teachers produced bibliofigureic texts for a subject topic. In addition, 10% of the students referred to the creation of audios summarizing a class, while 3% confirmed the creation of videos concerning the subjects. Regarding the insertion of evaluations in the digital contents created, 93% of the students stated that, in the case of audios and videos, they did contain the teachers' appraisals on the subject. Meanwhile, the bibliofigureic documents prepared for the independent study contained extracts of fragments of scientific articles or books, whether cited or referenced in the text.

### ***Dissemination dimension***

All teachers acknowledged the dissemination of digital content on the Moodle platform. Of those surveyed, 74% also used the instant messaging WhatsApp application, while 14% used Telegram and 12% mentioned the use of social networks. The data from the online survey showed that 87% of the students obtained the digital content created through Moodle, and 13% through the aforementioned instant messaging applications.

Another of the elements analyzed in the survey to teachers was the preparation in information competencies and digital content curation. In this regard, 49% considered that this training was acquired in a self-taught manner. On the other hand, 36% pointed to courses on information management in doctoral and master's degree academic programs. The acquisition of information skills during undergraduate studies was identified by approximately 9% of the respondents, and preparation for employment was mentioned by 6% of the subjects as a training area where they acquired information competencies for teaching.

## **DISCUSSION**

From the interpretation of the results, it is inferred that the frequencies of information search on the Internet is consistent with the periods of change of semester in Cuban higher education and the updating of the contents of the subjects, which are provided to students throughout the academic year. This, although adequate, does not meet the requirements that qualify the process of digital content curation for teaching. Guallar and Leiva-Aguilera (2013) state that content curation requires daily or at least weekly information searches.

Likewise, constant updating of the contents taught in the subjects is guaranteed. Although the search for relevant digital content takes the objectives of the subject as a starting point, it should also focus on the informational needs of the student, as they show knowledge gaps (Ullah, Usman and Welsh 2019).

There is insufficient use of Google Scholar and alert systems to obtain current digital content that contributes to the basic and complementary bibliofigurey of the subjects. This contrasts with Guallar (2020) who recognizes that both tools are fundamental for locating material and suggests the use of search equations to obtain more recent content.

When meditating on the results in the search dimension, the recognition of the need to find relevant digital information on the subjects taught is identified as a strength. The availability and full access to tools, in the work context, such as search engines, scientific databases and academic repositories constitute an opportunity for information management in the teaching staff. However, weaknesses are detected in the frequency with which teachers search for digital content for their subjects, which is done sporadically.

In addition, there is an insufficient construction and implementation of search strategies, which hinders access to digital content relevant to the subjects. Limitations are evident in the filtering of information, caused by the limited use of tools such as Google Scholar and Google Alerts.

Regarding the selection of digital contents, it is recognized as a strength that the essential criterion for determining the contents applicable to the subjects are their general objectives. Once again, the importance of informational needs as a criterion for the choice of digitized information stands out. Rodríguez-García, Fuentes and Moreno (2019) recognize the relevance of teachers possessing criteria for the selection and processing of information for the acquisition of digital and informational competencies. Regarding the format of the contents selected as most relevant, the choice of scientific articles, theses and e-books related to the subjects' topics for the study of the didactic units is appreciated.

The extensive use of Zotero and Mendeley as tools for storage reveals the mastery of universal bibliofigureic managers. In turn, it reaffirms the inquiry of Negre *et al.* (2018) on the feasibility of Mendeley for the acquisition of informational competence through content curation; however, this is not entirely satisfactory, since according to Lévy (2018) and Albalabejo (2018), Pocket and Evernote offer more possibilities for the storage of content in any format that the teacher wishes to select.

Other strengths shown in selecting digital content include: the purpose of collecting current information for preparing the subject, the distinction of scientific articles as reliable sources for student learning, and the widespread use of bibliofigureic managers. Among the weaknesses recorded are: the limited use of didactic digital contents such as videos, audios, images and infofigureics for the didactic units of the subjects.

There is a certain lack of knowledge of content curation tools that allow, in a quick way, to store articles, videos, images and the creation of notes.

There are also limitations in the use of tags for the organization of information, which makes it difficult to group the contents selected by subject topics and relate them to other similar ones. Although folders are the main form of organization in storage tools, the use of tags is convenient because they allow the easy location of specific contents within a specific subject, as well as their subsequent access (e.g., Pocket and Evernote).

The characterization dimension integrates aspects of great interest during the process of content curation for the preparation of the subject. The surveys reveal how, for the assessment of information found in digital content, teachers make summaries and extract essential fragments. However, preparation of comments that provide criticism, judgments and ideas regarding the selected documents is deemed important; otherwise, it will not be content curation but content replication. Godoy-Rodríguez (2018) explains that it is about creating content with value and information different from that available on Google, while Guallar (2022) offers several techniques for the preparation of new content.

In relation to the most developed educational digital content, there is little development of thematic or digital boards due to the limited use of tools such as Scoop.it and Pinterest, which retrieve content from blogs and social networks, while offering innovative opportunities and methods for teaching. The above, in the opinion of the authors, detracts from the possibilities offered by these digital contents for teaching, since information can be grouped in various formats (audio, text, video and infographics) that favor student interest and motivation towards learning the subjects. Juárez and Torres (2019) consider that these tools are essential for the content curation process, since they enable the proper development of all its stages.

The recognition of the importance of creating digital content in accordance with the objectives of the subjects is seen as one of the strengths in the characterization dimension. Similarly, the creation of bibliographic materials in textual format is appropriate for students' learning. With respect to the weaknesses detected, making comments on the information coming from the selected digital contents is found. There is a low level in the management of other content creation platforms such as Scoop.it and Pinterest, which may hinder students' learning. These online tools not only allow the creation of digital content but also enrich the personal learning environment of the university teacher (Forkosh and Gadot, 2021).

Regarding the dissemination dimension, socialization of digital contents through the Moodle platform enables the placement of varied resources for the study of a didactic unit. In addition, it promotes self-management of knowledge with the creation of learning ecologies, beyond the face-to-face context. In the case of social networks, there is a low level of knowledge regarding their feasibility for sharing digital content developed by teachers. LinkedIn and Twitter are almost unknown despite being

catalogued, at the international level, as content dissemination tools par excellence, while Facebook, a social network with a large number of users, is mainly used to share photos and personal events.

Abelairas-Etxebarria and Mentxaka (2020) are of the opinion that the use of social networks in the classroom favors students' motivation for learning. The strengths of this dimension lie in the relevance given by the teachers participating in the study to the publication of digital content on the Moodle platform. As for weaknesses, there is little use of social networks and e-mail for the dissemination of educational content created by the teacher.

Self-learning is the main way in which the teachers surveyed acquire preparation in information competencies and content curation. This is based on the need to carry out continuous research on the teaching-educational process, which implies a previous retrieval of digital information to support the research. Also, the information management modules in the postgraduate programs offered by the University of Camagüey contribute, to a great extent, to the training and development of informational competences.

Based on the results of the questionnaire on the preparation of teachers in information competencies, a course on the curation of educational digital content is currently being implemented, which involves teachers of all careers. At the same time, a doctoral thesis is being developed focused on the training of content curation competence in university teachers.

## CONCLUSIONS

Technological development and digitalization require university teachers to adapt educational content to the demands of the context, in order to ensure successful professional training. This does not mean that adding new knowledge to curricula and programs, extending degrees and increasing the teaching load are precise solutions. In this sense, the most sensible approach may be the insertion of processes in pedagogy that streamline the search, selection, organization, creation and presentation of digital content related to the subjects.

During this study, content curation is analyzed as a competence to mitigate the problems generated by infoxication. In correspondence with the preliminary idea, the contribution of the research is that it offers a different vision of content curation by analyzing it from the didactic point of view as a process and not as an activity for filtering information. The authors of the study are of the opinion that being a competent teacher in content curation means finding relevant information, selecting it, contextualizing it with ethical disposition, mastery of the subject and flexible thinking and then sharing it with expertise and professionalism.

From the results of the diagnosis, it is understood that in order to form the competence in content curation, it is necessary to have informational competences, an adequate disciplinary performance that allows the mastery of a subject and a correct pedagogical performance to make it meaningful and assimilable for the students. Taking into account this assertion, the preparation of the subject, defined as the methodological work carried out by teachers to ensure the planning and organization of the didactic contents that guarantee the efficient development of the teaching-learning process, is conceived as an appropriate space for competence training.

It should be noted that content curation is very useful for students, since they also need to learn how to locate, filter, evaluate and categorize content and share it with their peers. Hence, to a large extent, it is up to teachers to foster in their students a consequent curation of the content received daily in the classroom. Therefore, it is proposed as a new research horizon for higher education in Cuba, to examine whether university students cure teaching contents, and thus verify the training of their teachers in this subject.

The current research, through the analysis of strengths and weaknesses in each dimension, confirms the existence of a set of insufficiencies in the informational training of Cuban university teachers for content curation. Rather, some signs of informational performance are observed in isolation, that are not yet structured. Therefore, the existence of the research problem is confirmed and both the proposed objective and the hypothesis for this study are validated.

## ANEXO 1. ENCUESTA APLICADA A DOCENTES PARTICIPANTES EN EL ESTUDIO

Estimado docente: el siguiente cuestionario es parte de una investigación sobre la curación de contenidos como competencia informacional en el profesorado universitario. Se considera como curación de contenidos al proceso que permite buscar y seleccionar información digital relevante de diversas fuentes, contextualizarla a los objetivos de la asignatura y a las necesidades del estudiante para luego compartirla en redes sociales y entornos virtuales de aprendizaje.

El objetivo del cuestionario es recopilar información sobre la búsqueda, selección, caracterización (creación) y difusión de contenidos digitales para la docencia. Solicitamos su ayuda para contestarlo sinceramente. Si lo considera necesario, deje en blanco las respuestas. De antemano, le agradecemos su colaboración.

### Datos

Facultad o área donde pertenece: \_\_\_\_\_

Departamento docente: \_\_\_\_\_

Años de experiencias como docente universitario: \_\_\_\_\_

Grado científico (DrC)/Título académico (MSc): \_\_\_\_\_

Categoría docente: ☐ Asistente ☐ Auxiliar ☐ Titular

### Preguntas

1) ¿Con qué frecuencia busca información en internet sobre la asignatura que imparte?

☐ Diaria ☐ Semanal ☐ Mensual ☐ Semestral ☐ Nunca

2) ¿Aplica estrategias de búsqueda para localizar la información digital?

☐ Sí ☐ No

a) En caso de contestar sí, señale cuáles son las herramientas digitales para la búsqueda que más emplea:

☐ Bases de datos científicas

☐ Google Alerts

☐ Google Académico

☐ Buscador de Google

3) Cuando selecciona el tema de la búsqueda considera:

☐ Objetivos de la asignatura y disciplina ☐ Interés para los estudiantes

4) Señale en un rango del 1 al 3, donde 1 sea el de mayor prioridad, los criterios que utiliza para seleccionar la información digital más relevante.

☐ Pertinencia educativa ☐ Actualidad ☐ Autoridad

☐ Correspondencia con los objetivos generales ☐ Formato

☐ Novedad científica ☐ Accesibilidad

Otro(s). ¿Cuál(es)? \_\_\_\_\_



5) ¿Qué herramienta(s) tecnológica(s) disponible(s) utiliza para almacenar los documentos digitales seleccionados?

\_\_\_ Pocket \_\_\_ Evernote \_\_\_ Zotero \_\_\_ Mendeley

\_\_\_ Otra: \_\_\_\_\_

6) ¿Cómo recopila la información almacenada en las herramientas tecnológicas disponibles?

\_\_\_ Etiquetas \_\_\_ Carpetas

\_\_\_ Otra. ¿Cuál? \_\_\_\_\_

7) Al valorar la información de los documentos digitales seleccionados realiza:

\_\_\_ Un resumen \_\_\_ Un comentario por cada documento \_\_\_ Extracción de fragmentos relevantes

\_\_\_ Apuntes o notas

8) Cuando crea nuevos contenidos digitales a partir de los documentos recopilados de internet, ¿añade información adaptada a los objetivos de la asignatura y las necesidades de los estudiantes?

\_\_\_ Sí \_\_\_ No

9) ¿Qué contenido digital elabora?

\_\_\_ Material bibliográfico \_\_\_ Videos \_\_\_ Audios \_\_\_ Artículo científico \_\_\_ Tablero temático

a) ¿Qué herramienta(s) emplea?

\_\_\_ Procesador de texto \_\_\_ Dispositivo de grabación audio/video \_\_\_ Scopp.it \_\_\_ Pinterest

10) ¿Dónde comparte el contenido digital creado?

\_\_\_ Redes sociales académicas \_\_\_ Moodle \_\_\_ WhatsApp \_\_\_ Telegram \_\_\_ Redes sociales

a) Otra. ¿Cuál? \_\_\_\_\_

11) Su preparación en curación de contenidos se debe a:

\_\_\_ Formación de pregrado

\_\_\_ Preparación para el empleo

FORMA ORGANIZATIVA	Sí	No	TÍTULO
Entrenamiento			
Diplomado			
Curso			
Otra			

\_\_\_ Formación académica de posgrado

FORMA ORGANIZATIVA	Sí	No	TÍTULO
Maestría			
Especialidad de posgrado			
Doctorado			
Otra			

## ANEXO 2. ENCUESTA EN LÍNEA A ESTUDIANTES

Estimado estudiante: esta encuesta en línea posee como propósito determinar si tus profesores curan contenidos para las asignaturas que imparten. Curar contenidos es proceso que implica la búsqueda, selección, creación y difusión de información digital, en diversos soportes, proveniente de distintas fuentes que satisfaga tus necesidades informacionales y sea representativa para la asignatura. Solicitamos tu ayuda para contestar de forma sincera las consiguientes preguntas. Si desconoces la respuesta, puedes obviar el ítem. Agradecemos tu disposición para participar.

### Datos

Facultad y carrera: \_\_\_\_\_

- 1) ¿Cómo son los contenidos digitales que buscan tus profesores para las asignaturas que imparten?  
\_\_\_\_Adecuada a los objetivos de la asignatura \_\_\_\_Adecuada a tus necesidades informacionales  
\_\_\_\_Ninguna de las opciones
- 2) ¿Con qué frecuencia recibes contenidos digitales relacionados con las asignaturas que cursas?  
\_\_\_\_Siempre \_\_\_\_En ocasiones \_\_\_\_Nunca
- 3) A tu juicio, el contenido que te proporciona tu profesor ha sido seleccionado según:  
\_\_\_\_Los objetivos de las asignaturas \_\_\_\_Tus necesidades informacionales
- 4) ¿Qué tipo de contenidos digitales crean tus profesores para la asignatura?  
\_\_\_\_Infografías \_\_\_\_Videos \_\_\_\_Audios \_\_\_\_Material bibliográfico textual \_\_\_\_No lo hacen
- 5) Si seleccionaste al menos un contenido digital, ¿consideras que contiene las valoraciones del profesor respecto a la temática?  
\_\_\_\_Sí \_\_\_\_No
- 6) ¿Cómo el profesor comparte los contenidos digitales que crea para la asignatura?  
\_\_\_\_Moodle \_\_\_\_Redes sociales \_\_\_\_Aplicaciones de mensajería instantánea

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