

Framingham State University
Division of Graduate and Continuing Education
Course Syllabus

COURSE NAME: CREATIVE TEACHING IDEAS WITH PINTEREST!

DATES/TIMES: Online Course

CREDIT HOURS: One Graduate Credit

INSTRUCTORS: Jennifer Hair
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LOCATION: FSU Online Blackboard Learning Management System

COURSE DESCRIPTION: This course thoughtfully introduces and thoroughly explores Pinterest as an effective technology tool that enhances student learning and multi-faceted professional development resource to create effective professional learning networks. Students in this course will learn how and why to categorizing resources helps them see connections and well as develop and refine their ideas. Pinterest boards customize professional development, resources organization, lesson plan development and more!

COURSE OBJECTIVES:

- Create activities that incorporate highly dynamic instructional techniques into the classroom
- Create lessons and activities that will promote interactive learning
- Use collaborative tools within Pinterest to find new lessons and activities
- Explore and actively engage in the use of Pinterest and its use in education.
- Create and develop a methodology of communicating with other educational professionals to share classroom activities, lesson plans, resources, concerns, and philosophies, using social networking tools focused on Pinterest.
- Explore and identify how Pinterest is transforming educators and critically evaluate the growth of Pinterest among educators.
- Analyze considerations of Pinterest for classroom use by creating, designing, and developing appropriate lessons incorporating the use of Pinterest.
- Identify and evaluate how Pinterest can support a collaborative teaching environment and collaborative tool for learning.
- Discover and explore educational resources and organizations dedicated to the future of education.

TEXT: None. The instructor will provide selected handouts with relevant information.

National Standards:

This course will apply the National Educational Technology Standards (NETS), the National Board for Professional Teaching Standards (NBPTS), and the Massachusetts Technology Literacy Standards and Expectations.

NETS:

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

NBPTS:

1. Teachers are Committed to Students and their Learning
2. Teachers Know the Subjects they teach and How to teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

Massachusetts Technology Literacy Standards addressed:**Standard 1:**

Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity. This standard includes:

- learning and adapting to new and emerging technology tools.

Standard 2:

Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. This standard

- relates to social, ethical, and human issues. It promotes positive attitudes toward the uses of technology, as well as responsible use of information. This standard also includes recognition of technology's impact on civic participation, the democratic process, and the environment;
- aims to ensure that students understand general rules for safe Internet practices, including how to protect their personal information on the Internet;
- is to help students develop an awareness of the personal image that they convey through the information they post on the Internet;
- aims to ensure that students understand federal and state laws regarding computer crimes; and
- supports students in exhibiting leadership for digital citizenship.

Standard 3:

Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. This standard:

- focuses on applying a wide range of technology tools to student learning and everyday life;
- aims to ensure that students will be able to use technology to process and analyze information;
- is to help students develop skills for effective technology-based communication;
- includes the use of technology to explore and create new ideas, identify trends, and forecast possibilities; and
- aims to provide students with an awareness of how technology is used in the real world.

COURSE EXPECTATIONS:

- Completion of four weekly modules using the Blackboard learning management system through Framingham State University is mandatory (module assignments and due dates/times outlined on Blackboard course home page). It is expected that you will spend approximately 3 hours per week engaging in course content. You may log in at any time of the day or night to complete assignment
- Completion of the final project and summary of learning.
- Discussion Boards (see below for expectations)

DISCUSSION BOARD EXPECTATIONS:

- The discussion board is a crucial part of this class. Not only will you be asked to respond to a weekly question, but you will also need to read and respond to others to fully benefit from this learning experience.
- Stay on task and answer the question being addressed
- Be respectful and polite at all times when responding to your fellow classmates even if you do not share the same opinion
- Read all posts so you do not repeat what someone else has written
- No cursing
- Please be thoughtful and use complete sentences.
- All discussion comments should be made before the start of the next Module.
- Make sure you check the discussion later in the week to see what other's said about your comments

COURSE INSTRUCTIONAL STRATEGIES USED:

Combination of direct instruction, guided practice, demonstration, cooperative learning, online discussion and hands-on development of materials will be used

COURSE CONTENT OUTLINE:**Module 1:**

- Review Pinterest vocabulary and videos in the official Pinterest help center: <https://help.pinterest.com/en/guide/all-about-pinterest>
- Review Syllabus
- Definition of important and key terms
- <http://elearningindustry.com/the-pinterest-guide-for-teachers>
- Create a Pinterest account using an appropriate username and avatar and follow instructor on Pinterest. You can click through on "Join Now" on this link. You can choose to use your professional or personal email. The trick is you have to select several interests or items of interest before you get into the "meat" of Pinterest to create your first "board" and pin.
- If you really want to get fancy already in this course you can "follow" me :) (you will be required to later, just for practice) - <https://www.pinterest.com/jenniferzhair/>

Discussion Board Module 1:

- Introduce yourself! Please post a brief introduction, educational experience, and experience with Pinterest. Respond to 2 other students
- Brainstorm at least 2 areas you would like to focus/learn/be “pin”spired.
- Create at least 4 boards (personal and professional!) If you are already an avid user of Pinterest, create at least 4 NEW boards!
- Respond to at least two students as well.

Module 2:

- Reflect on creating and developing a professional learning network (PLN) within Pinterest. (see Discussion Board article)
- Collaborate with other educators within the Pinterest environment while learning how to pin, share, and search for educationally related information. For example: Here is a board to follow for Vocabulary Activities: <https://www.pinterest.com/explore/vocabulary-activities/> Research and find at least 3 new specific educators/topics/educational resources and experts to follow.
- It's clean up and organization time! Take one-hour to re-name/re-classify/delete/add boards and pins as necessary.
- Watch the following Prezi on 25 ways to use Pinterest in the classroom: http://prezi.com/ve28asj1ymmw/?utm_campaign=share&utm_medium=copy&rc=ex0share

Discussion Board Module 2:

Read the following article concerning Pinterest for

Educators: <http://www.edutopia.org/blog/pinterest-for-educators>. The author cites major concepts of using Pinterest for educators such as: Curating Content, Brainstorming, Engaging Students, Conference Summaries, and Teaching Copyright and Digital Citizenship. Choose one of these concepts and reflect in 2-3 brief paragraphs. Respond to at least two students as well.

Module 3:

1. Discover uses for activities to use Pinterest with students and how these activities relate to the learning process in the classroom. Links are below--
 - <http://www.bbcactive.com/BBCActiveIdeasandResources/UsingPinterestforEducation.aspx>
 - <http://www.bestcollegesonline.com/blog/37-ways-teachers-should-use-pinterest/>
 - <http://www.teachthought.com/the-future-of-learning/technology/37-ways-teachers-can-use-pinterest-in-the-classroom/>
2. All about "boards" Procedures and creating "Secret Boards" in Pinterest. Review the following procedures <https://help.pinterest.com/en/articles/all-about-boards>
3. More information about secret boards: <http://socialdraft.com/how-to-create-secret-pinterest-boards/>
4. Your challenge for the module: Share 2 lesson plans from materials obtained from others on Pinterest and begin to learn to make your own pins on Pinterest to share on your boards (for the final discussion forum)

Suggested Uses for Classroom/Teachers - as continued from above.

- Find, Pin and Share Classroom Design Resources
- Find, Pin and Share Lesson Plan Ideas
- Find, Pin and Share Inspiration for Teachers
- Find, Pin and Share Great Articles and Blogs About Teaching
- Find, Pin and Share Great Examples of your Content in the World
- Find, Pin and Share Great Writing about Your Content
- Find, Pin and Share Resources for Specific Lessons and Units

- Find, Pin and Share Content that will Engage Students and Parents
- Pin and Share Examples of the Learning that Goes on in Your Classroom
- Find, Pin and Share Brainteasers, Writing Prompts, Brain Breaks, Ice Breakers, and Effective Teaching Strategies

Discussion Board Module 3:

Share 2 lesson plans from materials obtained from others on Pinterest and begin to learn to make your own pins on Pinterest to share on your boards (for the final discussion forum) Today's challenge is to look at the options in a curation and collaboration tool like Pinterest and reflect on how you could use this resource to enhance lesson planning and professional collaboration. Share those reflections in the discussion board and if you have another great curation or collaboration tool please feel free to add it to your comments as well. Commenting on others responses is a great way to share ideas and make educational connections, just remember that "active participation" is more than just an "attaboy" for someone else. Enjoy! Please respond to at least two students.

Module 4:

- 1. Create a summary of the text/literature/ideas/learning found on Pinterest and how move forward to maintain professional learning. Summary of learning should be approximately 3-4 paragraphs. All projects should be linked to national or state frameworks (if applicable). Final Project and original authored pin posted. Projects need to be specifically adapted for participant's grade level.
- 2. You are going to be the AUTHOR/CURATOR of a pin on Pinterest! Add/Edit or delete a pin directions - <https://help.pinterest.com/en/articles/add-edit-or-delete-pin#Web> and upload your own pictures to Pinterest: <http://www.craftsalamode.com/2013/06/how-to-pin-to-pinterest-from-your-own.html>
- 3. Pinterest option for immediate pinning on Chrome toolbar. Pinterest save button for Chrome. Here is the link to the chrome

<https://chrome.google.com/webstore/detail/pinterest-save-button/gpdjoidkbbmdfjfhjcgigfpmkopogic>

Discussion Board for Module 4 is posting of Final Project and Summary of Learning. Putting It All Together/Final Project

- Create a Summary of Learning (see below explanation) and how Pinterest will enhance your PLN.
- Post your Pinterest Summary of Learning on the discussion board
- Post your originally authored pin and post on discussion board.

(Directions)

- Create a summary of the text/literature/ideas/learning found on Pinterest and how move forward to maintain professional learning. Summary of learning should be approximately 6-8 paragraphs. All projects should be linked to national or state frameworks. Final Project and original authored pin posted. Projects must be specifically adapted for participant's grade level.

COURSE CREDIT:

1 graduate credit and 22.5 PDPs will be granted through Framingham State University.

COURSE ASSESSMENT: (Please see rubrics below)

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|---|-----|
| Class Participation Weekly Forums (Discussion Rubric) | 40% |
| Pinterest Board – instructor will follow (Learning Activity Rubric) | 40% |
| Summative written evaluation/summary of learning (Final Project) | 20% |

ACADEMIC HONESTY POLICY:

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work.

Academic Accommodations Policy:

Please refer to the FSU handbook found here:

<https://www.framingham.edu/Assets/uploads/academics/center-for-academic-success-and-advising/documents/disability-services/Accessing%20Academic%20Accommodations.pdf>

ASSESSMENT TOOLS**Participation Rubric:**

There are four modules. You will receive a participation grade for each module. The scoring is as follows:

- 3 You participated in all components of the module.
- 2 You participated in most components of the module.
- 1 You participated in some components of the module.
- 0 You did not participate in the module.

The sum of your 4 participation grades will be divided by 12 for a final participation grade.

Discussion Rubric:

Score:

- 3 You thoroughly participated in the discussion (3 or more posts). Your contributions were relevant to the posted topic(s), detailed & keep the conversation moving.
- 2 You participated in the discussion (2 posts). Your contributions were relevant to the posted topic(s), & helped keep the conversation moving.
- 1 You participated in the discussion (1 post). Your contributions were somewhat relevant to the posted topic(s).
- 0 You did not participate in the discussion.

Learning Activity Rubric:

Score:

- 3 The activity was thoroughly completed, demonstrates deep reflection about the topic, and provides evidence of genuine understanding of how the assignment relates to your professional work.
- 2 The activity was completed, demonstrates reflection about the topic, and provides

evidence of understanding how the assignment relates to your professional work.

- 1 The activity was partially completed, demonstrates minimal reflection about the topic, and provides little evidence of understanding how the assignment relates to your professional work.
- 0 The activity was not completed.

Final Project: Pinterest Guide

The goal of the final project is to have you reflect upon the content of this course, produce a document that demonstrates your learning in the course and outline how you will use course learning in your professional network. For the final project, you will create a Pinterest Guide. This guide will highlight that can be used by you and other educators to enhance teaching and learning in your particular classroom. This guide will serve as a reference for you as you work to integrate Pinterest into your teaching, “tool-box” and professional development plan into teaching and learning, as well as a guide you can share with colleagues. The **Pinterest Guide** will be assessed using the rubric below.

Final Project Rubric

| | | | | | |
|-----------------------------------|--|---|---|---|----|
| # of Pinterest boards | Eight (8) boards were included in your guide. | Five (5) – Seven (7) boards were included in your guide. | One (1) – Four (4) boards were included in your guide. | No boards were included in your guide. | X1 |
| Guide Content | Content of the project is directly related to the content of the course. All required information about professional learning network is included. | Content of the project is somewhat related to the content of the course. Most required information about professional learning network is included. | Content of the project is not related to the content of the course. Some required information about professional learning network included. | No content was included, just a list of ways to use Pinterest in professional learning network. | X2 |
| Relationship to Professional Work | The project shows evidence of being readily and easily utilized in your professional work. | The project shows evidence that it can be utilized in your professional work. | The project does not show evidence of usability in your professional work. | No project was completed. | X2 |
| Project Quality | The project shows evidence of extensive thought and planning resulting in an excellent project. | The project shows evidence of thought and planning resulting in a good project. | The project lacks evidence of thought and planning resulting in a poor project. | No project was completed. | X2 |
| Project Sharing | The project was shared clearly & thoroughly via the Final Project discussion board. | The project was shared via the Final Project discussion board. | The project was shared with the instructor only via email. | The project was not shared. | X1 |
| TOTAL | | | _/24 | | |