



Pinterest(ing) Communities
Advancing Knowledge through Visual Interactions

EDUO 9129 2 Semester Credits/Units

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Introduction

Pinterest(ing) Communities: Advancing Knowledge through Visual Interactions supplies teachers with the groundwork necessary to learn, utilize and teach the use of Pinterest to enrich teaching strategies and student learning. Through a series of hands-on assignments, the course guides educators in the use of Pinterest as a community-based tool to gather, curate, collaborate and apply relevant educational content to any discipline and to all learners. Sharing knowledge is key to the development of new ideas and projects. As an online-learning networking tool Pinterest promotes collaboration skills and critical thinking skills prevalent in Common Core Standards. Pinterest emerges users in diverse social perceptions, addresses the needs of diverse learners and allows new ideas to rapidly flourish. Educational professionals ranging from Pre-School to Post-Secondary are finding exciting ways to use Pinterest's interface as a student-targeted learning development tool and as professional growth tool. <https://s3.amazonaws.com/infographics/How-Educators-Use-Pinterest-800.png>

This course will also provide resources for new users of Pinterest. The resources will help you start using Pinterest, how to organize, categorize and share resources through user-created online Bulletin Boards.

Course Objectives:

1. In this course you will have opportunity to:
 - a. Explain how Pinterest can be an effective teacher and student technology tool that helps users collect, organize and share online resources.
 - b. Describe and discuss how Pinterest can be used to supplement Common Core curriculum areas.
 - c. Understand the place of Pinterest in development of networked collaborative communities that can improve teaching and student learning.
 - d. Plan, develop and publish shared educational Pinterest projects.
Demonstrate the use and understanding of visual literacy in a product-based lesson plan.

Course Relation to ISTE and CCSS

- **ISTE (International Society for Technology in Education)/ NETS National Technology Standards**

“As technology integration continues to increase in our society, it is paramount that teachers possess the skills and behaviors of digital age professionals. Moving forward, teachers must become comfortable being co-learners with their students and colleagues around the world..”

ISTE/NETS Advanced Digital Age Teaching standards and performance indicators:

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

CCSS put a heavy emphasis on how to take advantage of the affordances provided by technology. Students are going to need to know how to use presentation software in their oral presentations.

- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Speaking and Listening**
 - [CCSS.ELA-Literacy.CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - [CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - [CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Example: ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Writing**
 - [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Reading**
 - [CCSS.ELA-Literacy.RH.6-8.7](#): "Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts."
 - [CCSS.ELA-Literacy.CCRA.SL.1](#): "Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."
 - [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Course Assignments and Assessment

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found at the end of this document.

Course Assignments (full assignment details found in non-public course syllabus)

1. Read the following three resources. Post a 2-3 page reflection on the emergence of visual literacy as a learning concept and how Pinterest supports the concepts of visual literacy.
2. Makes sure you are familiar and comfortable with the use of the Pinterest interface. Use the following links to learn or refresh and improve your Pinterest usage. Make sure you have created a Pinterest account. Describe in moderate detail your current level of Pinterest use and your projected uses of Pinterest.
3. Locate and review 10 Pinterest boards that have a direct connection to you use as an educator.
4. Add Pins and Comments to an existing Educational Pinterest boards.
5. Create a NEW set of Pinterest Boards that support your current classroom curriculum or educationally related position. Objectives of this course include applying Pinterest to visual literacy skills and to organizational skills. The boards you create need to demonstrate those two objectives.
6. Create a full lesson plan that incorporates both understanding of visual literacy and use of a NEW Pinterest board with students or if not a classroom teacher, with peers.

Course Assessment Rubric

Exemplary: Above and beyond acceptable performance: A to A-	Acceptable: Meets expectations: B+ to B-	Unacceptable: Needs considerable improvement: Resubmit Work
Assignments have been accurately completed according to directions and meet learning objectives. Requested revisions were made.	Most assignments have been accurately completed according to directions and meet learning objectives. Requested revisions were made.	Assignments have not been accurately completed according to directions and meet learning objectives. Requested revisions were not made. Work clearly exhibits a lack of time. Directions were not followed.
All work is very well organized	Most work is generally well organized	Work shows little or no organization
Assignment content and projects are original.	Assignment content and projects are original.	Assignment content and projects may not be original.
Work is free of spelling and/or grammatical errors	Work has a few spelling and/or grammatical errors	Work has numerous spelling and/or grammatical errors