Using social media to teach

SESSION 5

Pinterest in the classroom

CLASS NOTES

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

In partnership with the Department of Basic Education.

Via Afrika

Our Teachers. Our Future.

Course content

Using social media to teach

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Session 5: Pinterest in the classroom

Class Notes

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Important information

1. You can download and print the Class Notes for personal use, but you may not share them.
2. Once you have watched all the videos and completed all the quizzes, reflections, tasks and assessments successfully, you can download your certificate and print it.
3. If you wish to earn SACE Professional Development (PD) points for this session, you must complete all the online assessments in the session successfully. Our system will notify us of your success, and we will send the points allocation request to SACE.
4. Please remember that devices and apps are updated all the time, so the device specifications, app features and icons that you see here might differ slightly depending on the device you're using and any subsequent app updates.

Abbreviations and terms

Bloom's Revised Taxonomy: A pedagogical framework for eLearning.
[See pedagogy, See eLearning]

eLearning: Learning that is supported by, enhanced by, or facilitated through Information Communication Technologies (ICTs), and that is supported by reconsiderations of content, and a relevant pedagogy. [see ICT]

ICT: Information and communication technologies.

PD Points: Professional Development Points [See SACE]

Pedagogy: The how and why of what we do in the classroom. The method and practice of teaching, especially as an academic subject or theoretical concept.

PedTech: Pedagogical Technology for what happens when we want to use technology in the classroom

RAT: Replace, Amplify, Transform. A pedagogical framework for eLearning.
[See pedagogy, See eLearning]

SACE: South African Council for Educators. Awards Continuous Professional Development Points (CPDP) to teachers.

SAMR: Substitution, Augmentation, Modification, Redefinition. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

TPACK: Technological, Pedagogical and Content Knowledge. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

Contents

Outcomes and content

Outcomes of the session

By the end of the session, you will:

- be familiar with a brief history of Pinterest
- be able to talk about the various options that Pinterest present to teachers
- know how to create a Pinterest Account in a browser and in the mobile app
- know how to navigate the various Pinterest Pages and Buttons
- know how to create a Pin
- appreciate the importance of copyright
- understand what Digital Citizenship is
- appreciate the importance of pedagogically sound use of Pinterest in the classroom
- understand four ways of evaluating a Pinterest-based lesson
- analyse lesson plans

Content of the session

This session will focus on:

- a history of Pinterest
- creating a Pinterest Account in a browser and the Pinterest App
- Pinterest Pages and Buttons
- creating a Pin
- copyright, Creative Commons, Public Domain
- Digital Citizenship
- TPACK and Pinterest-based lessons
- SAMR and Pinterest-based lessons
- Bloom's Revised Taxonomy and Pinterest-based lessons
- criteria for including social media in a lesson
- analysing lesson plans

Overview

Welcome to **Pinterest in the classroom**, the fifth session of **Using social media to teach**.

The aim of this session is to enable you to create a Pinterest Account and use it for your teaching in a pedagogically sound way.

We will cover four key areas in this session.

1. An introduction to Pinterest.
2. Getting started with Pinterest, where you will learn about the social medium and how to use it.
3. Ideas for using Pinterest in your classroom.
4. Lesson plans for using Pinterest.

There are regular tasks and quizzes just to check that you are developing the knowledge needed to move on.

Remember that devices and apps are updated all the time, so the app features and icons that you see here might differ slightly from the app in which you are working.

An introduction to Pinterest

A quick overview of Pinterest

The early history of Pinterest

Pinterest is a social media platform that was launched by Ben Silbermann, Evan Sharp, and Paul Sciarra in San Francisco in 2010. They envisioned Pinterest as a kind of digital PinBoard on which users could collect and curate images and ideas that inspired them. That explains the name of this social medium, doesn't it? Pin plus Interest equals Pinterest.

Initially, Pinterest was an invite-only platform, with a focus on design, fashion, and home decor. However, as it grew in popularity, it expanded its scope to include a wide range of interests, from food and travel to education and DIY. The platform had over 478 million active users as of April 2023.

More than just social media posts

A tool for promoting creativity

Because Pinterest is a platform that celebrates creativity and self-expression, it can be a valuable tool for educators who want to promote these values in their classrooms. They can use it to encourage their learners to express themselves creatively, whether through art, writing, or other means. Teachers might create Pinterest Boards for their learners where they can save and share their own creative projects. They can create boards that celebrate different cultures, religions, and traditions, and use them as an opportunity to teach their learners about diversity and acceptance. They can also use the platform to connect with other educators and learners around the world and share ideas and resources that promote global understanding and empathy.

A tool for inspiring teachers

One of the key benefits of Pinterest for teachers is its ability to inspire creativity and innovation in lesson planning. Teachers can use it to discover new knowledge and resources (including engaging lesson plans, activities, visual aids and ideas for classroom decoration).

A teacher looking for creative concepts for teaching Maths might search for 'Math activities for primary school' on Pinterest. They can then browse through a wide range of images and suggestions, from fun Maths games and puzzles to colourful charts and posters. They can save the ideas that inspire them to a Board and use them to plan their lessons.

A tool for teacher development

Teachers can use the platform to collaborate with other educators and share resources. They can create Group Boards for their departments or grade levels, where they can share lesson plans, ideas, and resources with their colleagues. This can help foster a sense of community and collaboration among teachers, and it can also help ensure that learners receive a well-rounded education.

Reflection
• Make notes in your PD Journal.
• Have you used Pinterest in your teaching before? If so, what did you find most useful about it?
• If not, what stopped you?

Getting started with Pinterest

Creating a Pinterest Account in a browser

You can open a Pinterest Account in a web browser.

1. Open your favourite web browser.
2. Type www.Pinterest.com in the Search Bar.
3. In the top right of your screen, click on Sign Up. You can choose to use your Google or Facebook credentials, or an email. Select the method you want to use.
4. Create a password.
5. Enter your date of birth. You need to be older than 13 to have a Pinterest Account.
6. Click Continue.
7. Read the text on the Welcome Screen. Click Next.
8. Indicate your gender identity.
9. Indicate the language in which you wish to use the website.
10. Indicate your location.
11. Click Next.
12. Select at least five areas of interest by clicking on them.
13. Click Meet Your Home Feed.
14. You are now in your Home Feed (also called your Home Page).

Task
• Create a Pinterest Account on a web browser.
• (If you have access only to a mobile device, leave this task and complete the next one.)

Creating a Pinterest Account in the Pinterest App

You can open a Pinterest Account in the app.

1. Go to the Google Play Store or the Apple App Store or whichever app store you use and search for Pinterest.
2. Download the app and then install it on your mobile device.
3. Open the app.
4. Enter your email address, then tap Continue.
5. Create a Password, then tap Next.
6. Enter your full name, then tap Next.
7. Enter your age, then tap Next.
8. Select your gender identity.
9. Select your country. It probable already says the country you are in. Tap Next.
10. Select at least five areas of interest by tapping on them.
11. Tap Next.
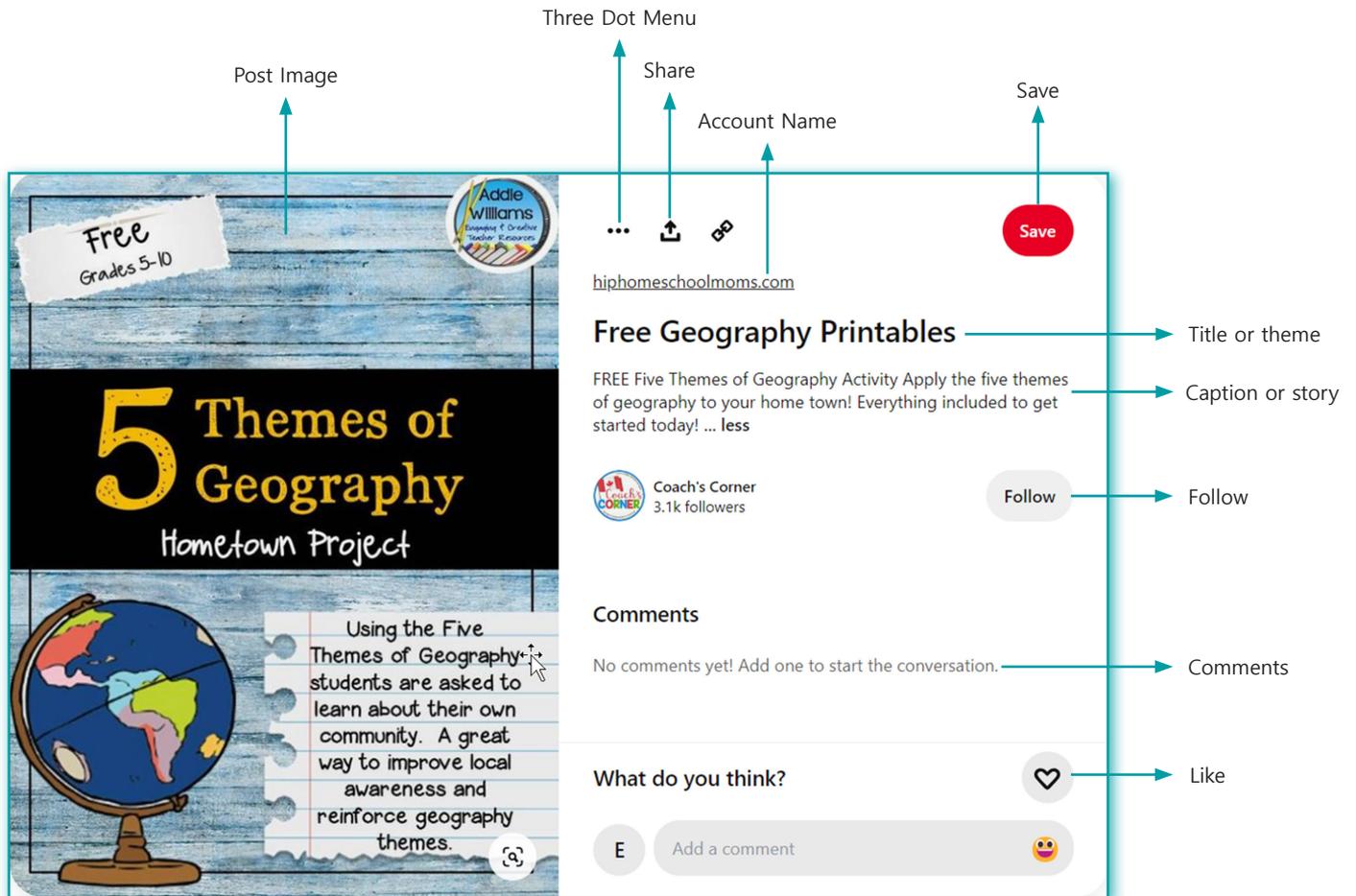12. Welcome to your Home Feed.

Task
• Create a Pinterest Account in the app on a mobile device.
• If you have already opened an account in a web browser, you do not have to complete this Task. You may want to do it in any case, if you have access to a computer as well as a mobile device. It is useful to sync your social media accounts across devices.

Adding content to your account

Structure of a Pin

All Pinterest Pins have the same basic structure.

Post Image | Three Dot Menu | Share | Account Name | Save | Title or theme | Caption or story | Follow | Comments | Like

A good educational Pin

A good educational Pinterest Pin has particular features.

- The image has to be eye-catching. Pinterest is a social medium that exists to share information and we grab attention with the visual. But in education, this image must also be relevant to the topic with which you are dealing.

- The Pin needs a title. Here you are looking for something that summarises the idea of the Pin.

- The explanatory story or text gives some more information about the topic. Remember though, there are only 500 characters in which to do this.

- The correct URL of the site that you want the person to visit. This is not required, but it is helpful.

Exploring Pinterest in a browser

Your Home Feed

Home

Filter

Create

Search Bar

Stream of Pins

Notifications

Messages

Links to each of your Boards
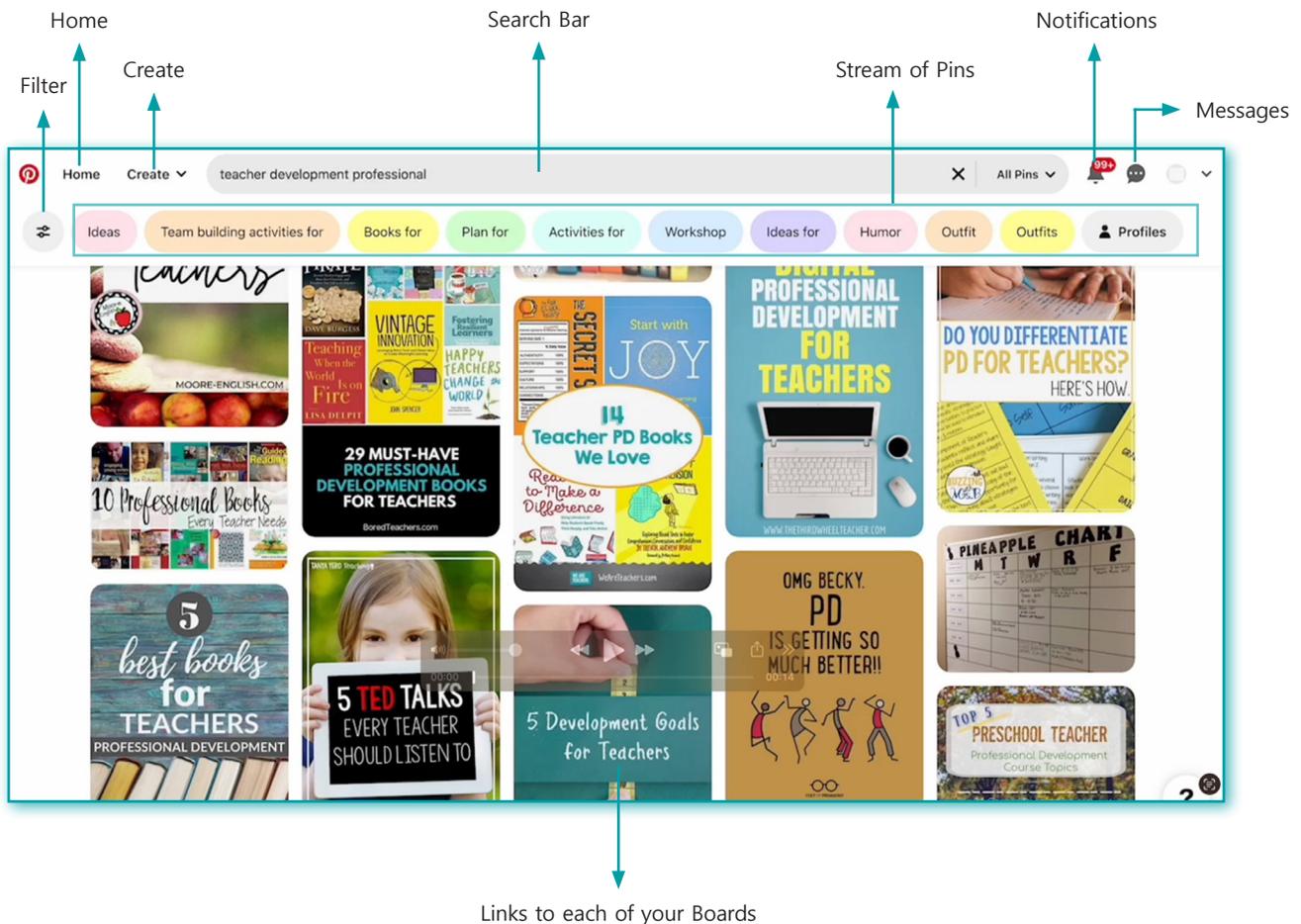
- **Home Button:** When you click on Home when you are on any other page, you are brought back to your Home Feed.
- **Create Button:** This opens a Dropdown Menu where you can create Pins or Boards.
- **Search Bar:** You can search for ideas, creators, and Boards here.
- **Notifications Bell:** This will alert you to any notifications you may have received.
- **Messages Icon:** Any message sent to you will be found here.
- **Filter Icon:** Allows you to filter what you are seeing.
- **Links:** This links you to each of your Boards.
- **Stream of Pins:** These Pins have been chosen for you to consider, based on your searches and Boards. You can change what you see by fine-tuning your Home Feed in the Accounts And More Options Menu.

- **Accounts and More Options Menu:** This is where you can add accounts, change your settings, check your privacy rights and tune your Home Feed among other options. You will find this Menu by clicking on the drop-down arrow in the top right-hand corner of your screen. Refer to the example below.
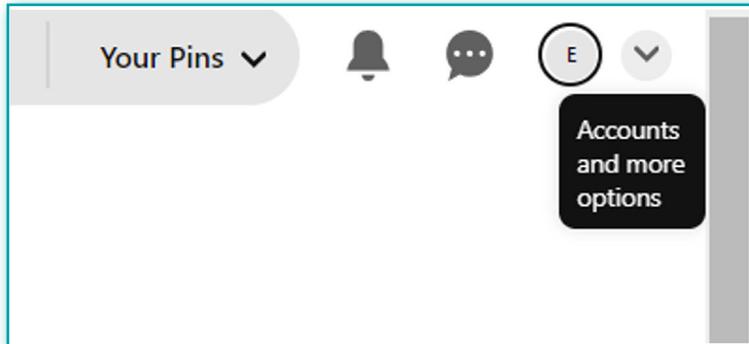
Your profile page
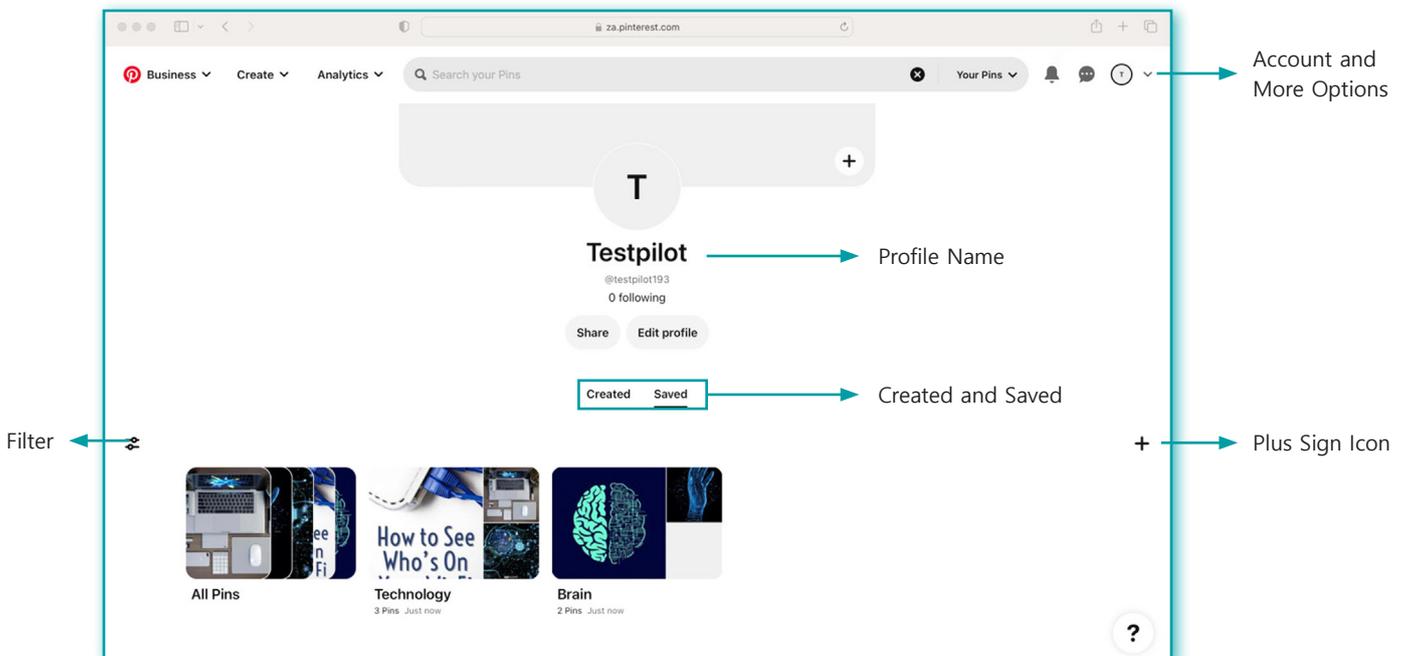
- **Profile Button:** Clicking here takes you to your Profile page. You can see who is following you, as well as the Boards you have created and saved. You can also create new Pins and Boards by clicking the Plus Sign Icon (Create Button).
- **Accounts and More Options Menu:** This is where you can add accounts, change your settings, check your privacy rights and tune your Home Feed among other options.
- **Created and Saved:** These are the Boards that you have created and saved. The Pins you create are kept on Boards.

You can change the names of your Boards, arrange them on your profile in any order that you like, and create sections on Boards.

- **Filter Icon:** You can sort the Boards in various ways, and you can make Boards visible or not.
- **Plus Sign Icon:** Use this to create Pins and Boards.

You can create a Pin

You can create a Pin in a web browser.

1. Click the Create Menu. There is a template in which you can create your Pin.
2. Upload an image from your computer.
3. Add in your title. Tell everyone what the Pin is about. Be descriptive and clear.
4. Add in a description. You have only 500 characters here so it cannot be too long.
5. Insert a destination link. Remember, a Pin is a bookmark of sorts that most often takes you to a place on the web where you can find out more.
6. Decide to which Board you want to save it. Click the Dropdown Menu, and select a Board, or create a new one.
7. You are done. Click Publish.

You can create a Board

1. Click on Plus Sign Icon and click on Board.
2. This opens a Create Board Dialogue Box.
3. Name the Board.
4. Choose whether the Board is public or secret.
5. Click Create.
6. Select Pins if you wish.
7. Click Done.

You can share a Board

1. Click on the Three Dot Menu.
2. Click Share.
3. From the Menu, select how you want to share the Board.
4. Click Share.

You can create sections within the Board

1. Click on a Board to open it.
2. Under the Board Name, click on Organise.
3. Select the Pins you want in a separate section.

4. From the Menu at the bottom of the screen, select the Plus Sign Icon.
5. Name the section.
6. Click Add.

Exploring Pinterest in the app on your mobile device

Exploring Pinterest and doing searches on the app is very similar to doing it in a browser. Look at the details in your training videos and discover more about how to use the app while you are doing so.

You can create a Pin

1. On your Home Feed, tap the Create Button at the bottom of the screen to create the Pin.
2. Tap on Pin.
3. Choose an image. You can choose one that is already in your device's gallery, or you can take a photo, or search the web. Remember, the image is what draws one's attention to the Pin so make sure it is eye-catching and relevant.
4. Tap Next.
5. Add in your title.
6. Add in a description.
7. Insert a destination link.
8. Tap Next.
9. Decide on which Board you want to save it. Select a Board or create a new one.
10. Click Create.

Useful accounts

There are many accounts in Pinterest that will show you excellent educational content; some have whole Boards dedicated to this and others have a number of Pins worth exploring.

- **Edutopia** has wonderful Pins that will help you decide what works, and what does not work in education.
- **Charity Preston Organised Classroom** has several websites that are focussed on helping teachers linked to it.
- **Education World** curates Pins for projects, lesson ideas and professional development.
- **The Teaching Channel** is devoted to content that aims to help teachers share and learn techniques for the good of their learners.
- **National Geographic** has some beautiful and educational Pins that you could explore.

A note about content

Pinterest takes copyright infringement very seriously, and it is important that any content you upload belongs to you, or is in the Public Domain, or has a Creative Commons licence or that you have permission to use it. This includes the music you may wish to add.

Any Pin that you have found on Pinterest that allows you to save to your feed is acceptable with respect to copyright.

Public Domain

The Public Domain consists of works that are not protected by copyright or whose copyright has expired. These works are freely available for anyone to use, share, and modify without permission. In South Africa, the Copyright Act determines the duration of copyright protection, which generally lasts for the life of the author plus 50 years. Please be aware that copyright laws in South Africa are in the process of being changed, so check this information for the most up-to-date rules.

Public Domain resources offer a vast array of materials, including literature, art, music, and scientific works that can enrich classroom activities.

You can access these resources through platforms such as Project Gutenberg, Europeana, and the Internet Archive. It's important to note that even within the Public Domain, certain works may have specific usage requirements or conditions, such as having to acknowledge the original creator.

Creative Commons

Creative Commons is a global non-profit organisation that provides a set of licences enabling creators to retain copyright over their works while granting certain permissions to others.

Creative Commons licences are designed to make the legal sharing and reuse of creative works easier, thus fostering a more flexible and accessible approach to copyright.

Creative Commons licences offer a range of permissions that allow creators to choose the level of freedom they wish to grant to others.

Licence	Description
Attribution (BY)	This condition requires users to credit the original creator when sharing or adapting a work.
ShareAlike (SA)	Works licenced with this condition must be shared under the same or a similar CC licence when redistributed or adapted.
NonCommercial (NC)	This condition restricts the use of a work for commercial purposes without the explicit permission of the creator.
NoDerivatives (ND)	Works with this condition cannot be modified or adapted without the explicit permission of the creator.

These four conditions can be combined in various ways. When you are searching for an image or video, and it says that it is distributed under Creative Commons you will know what you can do with it by visiting the Creative Commons website.

You can search for CC-licenced materials through platforms like the Creative Commons website, Flickr, Wikimedia Commons, and more. By understanding the different CC licences and respecting the conditions attached to each work, you can access a wealth of resources for your classroom, ensuring compliance with copyright law while benefiting from a wider pool of content.

Digital Citizenship

Digital Citizenship is the responsible and ethical use of technology. Teachers must educate learners about proper online behaviour, including how to engage with Pinterest content respectfully, how to critically evaluate information, and how to be mindful of their digital footprint. One way in which you can develop this vital digital fluency skill in your learners is by always making sure that you respect the copyright of others in your Pinterest Account.

Task
Do the following in your Pinterest Account.

- Create a Board for each grade you teach.
- Add at least two Pins per Board that would interest the learners in that grade.
- Create a section in one of the Boards for a topic in the curriculum.
- Create a Pin about the topic you are teaching at the moment.
- Ask your colleagues to comment on the Pin.
- Create a checklist for yourself of the different ways that an image can be protected, for example, copyright, Public Domain or the various Creative Commons licences.
- Keep the checklist in an easy place to find so you can check any image you want to save. You may also wish to place some of the restrictions on images you create.

Ideas for using Pinterest in your classroom

In recent years, Pinterest has emerged as a powerful tool for enhancing teaching and learning. It has become an essential resource for educators looking to engage learners, supplement lessons, and create a more dynamic and interactive learning environment. But as you know, you cannot simply throw technology into a classroom and hope for great results. Technology needs to be carefully integrated into the teaching and learning process to ensure that what we are doing is educationally meaningful.

First things first: Pedagogical considerations

TPACK

The TPACK Model is a framework that emphasises the importance of integrating Technological, Pedagogical, and Content Knowledge in teaching and learning. As you know, the key feature of Pinterest is an image/video. So how can you use the technology – a Pinterest image/video – in a pedagogically sound way?

Technology =
Pinterest Pin

Content =
Relevant,
appropriate
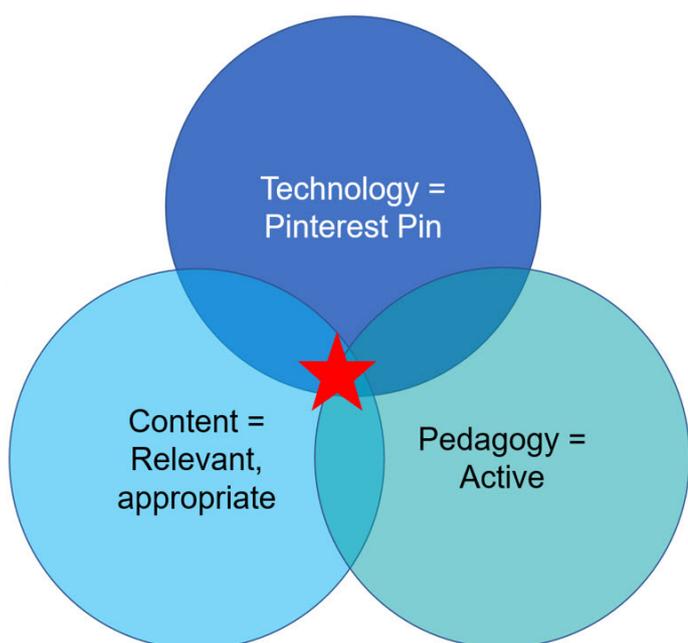
Pedagogy =
Active

Consider content

- Is the Pin content relevant to the curriculum outcomes you want to achieve?
- Is the Pin content at the right level?

Consider pedagogy

- If you simply use Pinterest as a text that the learners passively view, you are not achieving the full benefit of using Pinterest in your class. Learners need to be active. They must question the Pins, evaluate them, and/or create them.
- With all this in place, you will have achieved the sweet spot of TPACK where technology has enhanced the learning experience, improved learner engagement and motivation, and increased the effectiveness of the lesson.

SAMR

The SAMR Model is a framework for understanding the progression of technology integration in teaching and learning. The model is based on four levels of technology integration: Substitution, Augmentation, Modification, and Redefinition.

REDEFINE: Pinterest offers a whole new way of doing things.

MODIFY: Pinterest changes the method of teaching.

AUGMENT: Pinterest adds a little extra to your teaching.

SUBSTITUTE: Pinterest rather than a textbook.

When you decide to use Pinterest in your classroom, you need to be aware of your aim. Why are you using this technology in the lesson?

What are you aiming for?

- To have a direct replacement for traditional methods of teaching? In other words, the Pin **Substitutes** for you standing in front of the class or for a textbook. In this case, Pinterest is just another text.
- To enhance traditional methods of teaching? In other words, to add to, or **Augment** your lesson by providing a little extra.

- To teach the class in a new way? In other words, the Pin **Modifies** the way the lesson is taught. Instead of your having to teach in the front of the whole class, groups of learners can work with Pinterest while you are working with other learners and in doing so Modifying their experience.

- To create entirely new learning experiences that were previously impossible? So, for example, you could **Redefine** the learning by having learners create Pins and interact with them, and by having learners interact with other (carefully selected) members of Pinterest.

Of course, in all of these options, you will keep TPACK in mind, and remember how to hit the sweet spot during the lesson.

Bloom's Revised Taxonomy

Bloom's Revised Taxonomy is a framework for understanding and categorising the different levels of cognitive skills that learners can demonstrate. The framework is based on six levels of cognitive complexity, ranging from lower-order thinking skills such as remembering and understanding, to higher-order thinking skills such as analysing and evaluating, and finally to creating new knowledge through synthesis. (Please be aware that the image below is not the complete taxonomy; it is a simplification for our needs here.)

Create Pins

Analyse and evaluate Pins

Pins provide information, explanations, examples
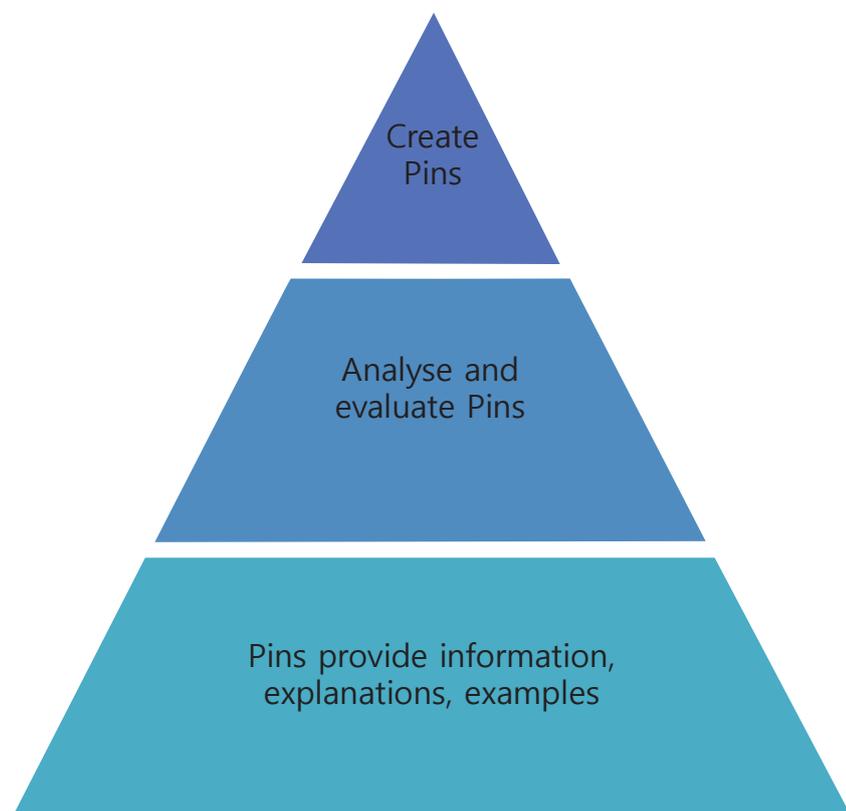
Pinterest can be used to support all six levels of Bloom's Revised Taxonomy.

- At the lower-order thinking level, Pinterest can be used to provide information, explanations, and examples to help learners remember and understand key concepts. For example, teachers can use Pinterest Pins to teach vocabulary or provide historical context.
- At the middle-order thinking level, Pinterest can be used to promote analysis and evaluation skills. For example, teachers can use Pinterest to teach critical thinking skills, such as identifying bias or evaluating sources. They can also ask learners to analyse and evaluate Pins, such as by comparing different perspectives or critiquing a Pin's point of view.
- Finally, at the highest order thinking level, Pinterest can be used to promote creativity and synthesis skills. For example, teachers can ask learners to create their own Pins that synthesise information from different sources, or to create Pins that demonstrate their understanding of a concept through a creative project.

Criteria for effective social media implementation

The following criteria can be used to check whether the social medium used has been used effectively in a lesson. These criteria have been drawn from John Hattie's book *Visible Learning* (Routledge, 2009) in which he provides criteria for effective technology implementation.

1. Is learner diversity met through the use of the technology?
2. Are there many opportunities for learner learning?
3. Are the learners rather than the teacher in control of learning?
4. Is peer learning possible for learners?
5. Is feedback from peers as well as from teachers available to learners?

These five criteria are useful for evaluating the soundness of a lesson using social media.

- Make notes in your PD Journal.
- How comfortable are you with these three models and the set of criteria?
- Do you feel confident enough to explain them to a newly qualified teacher?
- What do you need to do to gain more confidence?

Some ideas to try

Pinterest, as a visual discovery and bookmarking platform, offers an array of possibilities for educators to enhance their teaching strategies. By leveraging the features and resources available on Pinterest, teachers can create engaging and dynamic learning experiences for their learners.

However, it is essential for you to prioritise learner privacy and online safety. You must establish clear guidelines and expectations for responsible use of Pinterest, including obtaining appropriate permissions from parents and ensuring that learners' personal information is protected. With proper planning and thoughtful implementation, Pinterest can become a valuable ally in promoting active learning and preparing learners for a digital future.

Engaging Content Boards

Pinterest's core functionality lies in its ability to curate and organise visual content. You can create Boards dedicated to different subjects, units, or projects. By curating engaging Content Boards, you can provide your learners with a visually appealing and interactive learning experience.

For example, imagine a Science Teacher creating a Board on 'Space Exploration'. This Board can be populated with images, videos, infographics, and articles related to space missions, celestial bodies, and scientific discoveries. Learners can explore these resources at their own pace, thus fostering curiosity and deepening their understanding of the topic. Additionally, the visual nature of Pinterest aids in knowledge retention and helps learners make meaningful connections between and among concepts.

Furthermore, you can encourage learner participation by making Boards collaborative. This allows learners to contribute their own findings, relevant articles, or project ideas to the Board. By giving learners a voice and a choice in curating the content, teachers empower them to take ownership of their learning.

Inspiring creativity

Pinterest can serve as a valuable tool for promoting creativity and self-expression in the classroom. You can create Boards specifically designed to encourage learners to express themselves through various media, such as art, writing, or project-based assignments.

For instance, an English Teacher can create a Board titled 'Creative Writing Prompts'. This Board can showcase visually stimulating images, quotes, and prompts that inspire learners to write their own stories, poems, or personal narratives. By providing learners with a diverse range of stimuli, Pinterest helps stimulate imagination and allows for unique and authentic expressions of creativity.

Moreover, learners can share their own creative projects on dedicated Boards, thus allowing for peer feedback and collaboration. This not only boosts their confidence but also fosters a sense of community and engagement in the classroom. Through Pinterest, learners can become active contributors to their own learning journey as they explore their passions and talents.

Collaborative work

Pinterest provides an excellent platform for teachers to collaborate, share resources, and discover new ideas for lesson planning. By leveraging the collective wisdom of fellow educators, teachers can enhance their teaching methodologies and create a more enriched learning environment.

Teachers can join Group Boards or follow Boards created by other educators in their subject area or grade level. This allows for easy access to a wealth of educational content ranging from innovative lesson plans to engaging activities and teaching strategies. Collaborative Boards can also facilitate discussions that enable teachers to share insights, ask questions, and exchange valuable feedback.

Additionally, know that you are becoming familiar with Pinterest and will be able to create your own Boards to save and organise resources found online. These Boards can include links to educational websites, apps, online tools, and multimedia content that support specific learning objectives. By curating and sharing these resources, you can help your colleagues discover high-quality materials and save time in lesson planning.

We talk a great deal about how important a skill collaboration is, especially now that we are in the 21st Century. However, I think that too often we forget to teach learners **how** to collaborate. Use a project with Pinterest to explicitly work through guidance on how to collaborate with your learners.

Reflection

Select a lesson plan that you have used in the past. Now choose one of these ideas and redevelop the lesson plan using Pinterest as the core activity. Teach the lesson and then answer these questions.

- What was the learners' attitude to using Pinterest?
- What was the best part of the lesson?
- What would you need to change if you taught the lesson again?
- What were the differences for you in teaching the lesson with Pinterest?

Lesson plans for using Pinterest

A lesson plan for Grade 9 Technology

Read through this lesson plan that uses Pinterest in a Grade 9 Technology class with the comments below it.

Grade 9 Technology lesson plan

Plastic Recycling Codes
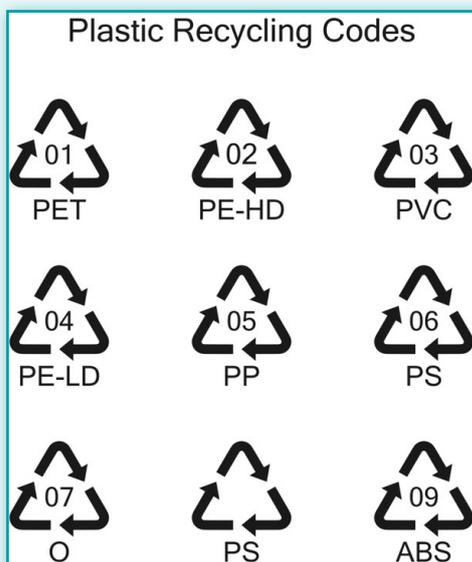
Topic
Processing: Investigation and design skills

Lesson
Types of plastics and their uses

Time required
90 minutes

1 ➡ **Learning outcomes**

➤ Identify different types of plastics and their uses.

➤ Understand the plastic identification codes and their significance for recycling.

2 ➤ Develop research and investigation skills using Pinterest as a tool for collecting and organising information.

(3) ➡️ **Materials required**

➤ Classroom computers or tablets with internet access.

➤ Projector and screen.

➤ Access to Pinterest on a browser or in the app.

➡️ **Teacher preparation**

➤ Prepare a list of plastic types and their identification codes for display on the interactive whiteboard or via data projector.

(4) ➤ Make sure that the computers or tablets are in working order and that internet access is available.

(5) ➡️ **Introduction (5 minutes)**

➤ Begin the lesson by introducing the topic of plastics and their uses.

➤ Engage learners in a brief discussion about the prevalence and impact of plastics in our daily lives.

➤ Explain the objectives of the lesson and how Pinterest will be used as a research and organisation tool.

(6) ➡️ **Body, Part 1: Types of plastics and their uses (15 minutes)**

➤ **Display** a list of common types of plastics and their corresponding identification codes on the interactive whiteboard or projector.

➤ **Explain** each type of plastic and **provide examples** of products made from each type.

➤ Encourage learners to **take notes** in their notebooks.

(7) ➡️ **Body, Part 2: Plastic identification codes and recycling (15 minutes)**

➤ Discuss the significance of plastic identification codes and their role in recycling.

➤ Explain the purpose of the different codes and what they represent.

➤ Emphasise the importance of proper sorting for recycling and the environmental impact of plastic waste.

(8) ➡ **Body, Part 3: Using Pinterest for plastic investigation (20 minutes)**

➤ Introduce Pinterest as a research and organisation tool for investigating plastics.

➤ Provide a specific research question or topic related to plastics for learners to explore using Pinterest.

➤ Allow learners time to create their own Pinterest Boards by collecting and organising relevant content related to the given research question or topic.

(9) ➡ **Conclusion (Approximately 30 minutes)**

➤ Allocate time for learners to share their Pinterest Boards with the class.

➤ Encourage learners to explain their research question or topic and highlight key findings from their Pinterest Boards.

➤ Facilitate a class discussion in which learners can reflect on the information gathered and discuss the different uses and impacts of plastics.

Analysis of the lesson plan

Summary of analysis, part 1

Refer to the numbers in the lesson plan to follow the summary below.

1. The learning objectives are clearly stated.
2. Notice that the use of technology, Pinterest in this case, is a clearly stated objective. This is making sure that the T in TPACK is covered in the objectives. The Content in TPACK is explicit, and there is a sense of the Pedagogy too, although that needs to be expanded on.

3. In the materials list, we have a clear indication that technology is being used. Notice that the materials refer to using the Pinterest website or app. From this it is clear that the learners have prior knowledge of Pinterest and know how to create Pins.

4. There are digital devices and internet access. The projector and screen would be for the teacher's use.

5. In the introduction, the teacher will do the following.
    • Begin the lesson by introducing the topic of plastics and their uses.
    • Engage learners in a brief discussion about the prevalence and impact of plastics in our daily lives.
    • Explain the objectives of the lesson and how Pinterest will be used as a research and organisation tool.

6. In the first part of the body of the lesson, the teacher is the active participant, displaying the list of plastics and explaining them to the learners and proving examples. The learners are pretty much passive recipients of information. They just make notes.

7. In the next part of the lesson, the teacher continues as a 'sage on the stage', unfortunately. She does all the talking, and the learners must listen and take notes.

8. The learners are given a chance to become active participants in the lesson. They are going to create their own Pinterest Boards. However, the teacher has only given them 20 minutes in which to do this. This is far too short a time for this to be a meaningful activity.

9. The lesson will conclude with presentations of findings and Pinterest Board presentations. The learners will participate in a class discussion as a way of reflecting on what they have done. Again, the time allocated is too short.

An important point is that the curriculum allows one week for teachers to complete this section, so the teacher was rushed. Perhaps she should not have used Pinterest at all rather than rushing to include the technology in the lesson.

TPACK and the lesson plan

*   **Technological Knowledge:** Learners will use technology (computers, tablets, and Pinterest) in the class.
*   **Pedagogical Knowledge:** The lesson plan has mixed pedagogic practices. The teacher spends a great deal of time dominating the learning time. Eventually, the learners are active constructors of knowledge, but they create Pinterest Boards in a great rush. They then have a short time to present them. There is little opportunity for evaluation and critical thinking. All of this is done with the whole class and individually. The lack of available time is a huge stumbling block in this lesson, making the use of technology questionable.
*   **Content Knowledge:** The lesson plan focuses on plastics and their codes.
*   This lesson plan does not get to the sweet spot of TPACK.

SAMR and the lesson plan

*   This is where the lesson does have some positive moments. The project could not be done without Pinterest. Using Pinterest **Modifies and Redefines** the way in which the learners completed this section of work. We could say that the lesson has been **Transformed**.
*   But the way in which the technology was used in a rushed and almost add-on way, means that its use was not that good, despite its potential for transforming the lesson. Had more time been given to the process, we could have had a great lesson.

Bloom's Revised Taxonomy and the lesson plan

When it comes to Bloom's Revised Taxonomy, the lesson plan touches on each of the levels.

*   **Remembering:** Learners will make notes on what they learn from their teacher.
*   **Understanding:** Learners will demonstrate their understanding if they make good notes rather than simply copying word-for-word.
*   **Applying:** Learners will apply their understanding of the topic to complete the notes and the Pinterest Board.
*   **Analysing:** Learners will analyse the various types of plastic and their identification codes.

- **Evaluating:** Learners will evaluate the validity and reliability of the sources they use in their research, and they will evaluate each other's Pinterest Boards, albeit briefly.
- **Creating:** Learners will create a Pinterest Board to present their findings.

The lesson could have achieved all this if the learners had just worked in their notebooks without the use of Pinterest, though.

Criteria for effective social media implementation and the lesson plan

- **Is learner diversity met through the use of the technology?** Learner diversity was not met in any particular way through the use of Pinterest.
- **Are there many opportunities for learner learning?** There are three opportunities: Listening to the teacher; researching; seeing other Pinterest Boards and discussing them. Most of the work is done on an individual basis.
- **Are the learners rather than the teacher in control of learning?** The teacher is acting like the 'sage on the stage' here, and the learners are given control only briefly.
- **Is peer learning possible for learners?** No.
- **Is feedback from peers as well as from teachers possible for learners?** Yes. There are some opportunities for feedback.

Summary of analysis, part 2

The teacher had a good idea: Use Pinterest to make the learning event more interesting and the lesson more engaging. The use of technology always adds some variety to a lesson, but as you know from TPACK, Technology plus Content is interesting, but not adequate. Even if no technology had been used, the Pedagogical Knowledge displayed in this lesson needs to be strengthened.

If we ignore the very short time given to the learners to do things on Pinterest, and imagine that this was handled well, this could well have been a very good lesson in which technology does transform according to SAMR criteria.

The different levels of Bloom's Revised Taxonomy were covered, but they could have been covered easily without introducing technology into the classroom.

The criteria for effective social media implementation were ignored almost entirely.

With attention to the points we covered in this session, the teacher would be able to develop a better lesson plan.

Task
Read through the Grade 12 Geography lesson plan in your Class Notes. Using what you have just learned, evaluate the lesson using the following questions to guide you.

- Do you think the use of Pinterest is effective? Why do you say this?
- How well do you think the lesson meets the sweet spot of TPACK?
- Consider the lesson plan with respect to the SAMR model. Do you think that Pinterest is used as Substitution, Augmentation, Modification or Redefinition? Why do you say this?
- The lesson plan makes no reference to the criteria for effective social media implementation. What can you do to ensure that all the elements of the lesson plan meet these criteria?

Grade 12 Geography lesson plan

Topic

Economic Geography of South Africa – Exploring economic sectors and their contribution

Time required

3 hours (with additional 2 hours for homework)

➡️ **Learning outcomes**

➤ Understand the economic sectors in South Africa (primary, secondary, tertiary, and quaternary).

➤ Analyse the contribution of each economic sector to the South African economy in terms of value and employment.

➤ Use statistical and graphical information to represent and interpret economic data.

➤ Develop critical thinking and analytical skills through collaborative and independent work.

➤ Apply digital literacy skills to navigate and use Pinterest effectively.

➡️ **Materials required**

➤ Classroom with internet access.

➤ Projector and screen.

➤ Individual devices (laptops, tablets, or smartphones) for learners with Pinterest installed.

➡️ Introduction and background (30 minutes)

➤ Begin the lesson by introducing the topic of economic geography and its importance to understanding the structure of the South African economy.

➤ Discuss the key components of the lesson: Economic sectors; their contribution to the economy; and the use of statistical and graphical information.

➤ Engage learners in a brief class discussion by asking questions related to the topic to assess their prior knowledge and understanding.

➡️ Body, Part 1: Exploring economic sectors on Pinterest (45 minutes)

➤ Provide an overview of the economic sectors in South Africa (primary, secondary, tertiary, and quaternary) and their characteristics. Use visual aids or projected images to aid comprehension.

➤ Introduce Pinterest as a valuable resource for exploring economic sectors. Explain that learners will use Pinterest to find and save images, infographics, and articles related to each sector.

➤ Instruct learners to access Pinterest on their devices and search for relevant Boards or Pins related to the economic sectors in South Africa. Encourage them to explore a variety of Pins to gain a comprehensive understanding.

➤ Allow learners to spend time searching, saving, and organising their findings on their Pinterest Boards or in digital folders on their devices.

> ### *Summative Assessment*
>
> • Monitor learners' engagement with the activity and provide guidance as needed.
>
> • Circulate among learners to check their search queries and saved Pins to ensure relevance to the economic sectors.

Body, Part 2: Analysing Economic Sectors' contribution (1 hour)

➤ Divide the class into small groups of three to four learners and assign each group an economic sector (primary, secondary, tertiary, or quaternary).

➤ Instruct the groups to analyse the contribution of their assigned sector to the South African economy in terms of value and employment. They should use the saved Pins and resources from Pinterest, as well as additional online research if needed.

➤ Provide guidelines for the analysis, including the use of statistical data, graphs, and charts to support their findings. Emphasise the importance of accurate data interpretation and critical thinking skills.

➤ Give learners time to collaborate in their groups, discuss their findings, and prepare a visual presentation (for example by using PowerPoint or creating an infographic) to showcase their analysis.

> *Formative Assessment*
>
> • Observe group discussions to ensure active participation and understanding of the economic sector's contribution.
>
> • Provide feedback and guidance on data interpretation, statistical analysis, and graph creation as needed.

Body, Part 3: Presentations and discussion (45 minutes)

➤ Have each group present their analysis and findings to the class, using their visual presentations as a visual aid.

➤ Encourage learners to engage in discussions and ask questions after each presentation.

Formative Assessment

- Evaluate the accuracy and depth of each group's analysis, taking note of their understanding of the economic sector's contribution and their ability to use statistical and graphical information effectively.

- Provide constructive feedback on presentation skills, content clarity, and data interpretation.

➡ Part 5: Homework (Approximately 2 hours)

➤ Assign learners with a homework task that reinforces the concepts covered in the lesson.

➤ Instruct learners to create their own Pinterest Boards dedicated to the economic sectors of South Africa.

➤ Each learner should find and save relevant Pins, articles, and infographics that highlight the contribution and importance of each sector.

➤ Encourage learners to annotate and organise their saved content, adding their own reflections and analysis.

Formative Assessment

- Create a Summative Assessment Task that evaluates learners' understanding of economic sectors, their contribution to the South African economy, and the use of statistical and graphical information. This could include a written essay, a presentation, or a visual project that demonstrates their knowledge and critical thinking skills.

Analysis of the lesson plan

We will examine the lesson plan and TPACK, SAMR and Bloom's Taxonomy as well as the criteria for effective social media implementation in a lesson.

TPACK and the lesson plan

- **Technological Knowledge:** The teacher will use technology to access the internet and Pinterest, and the learners will use the internet for research as well. What's more, the learners are expected to present their research in a digital way using PowerPoint, Pinterest and other created texts.

- **Pedagogical Knowledge:** The learners are active throughout this lesson. Once the teacher has set them on their way they work collaboratively in groups to analyse, research, create and discuss the various elements of the topic. Pinterest is used not only as a research tool but also a way to categorise and organise their work. There is a great deal of critical thinking going on.

- **Content Knowledge:** The lesson plan focuses on the economic sectors of the South African economy.

- This lesson plan does get to the sweet spot of TPACK

SAMR and the lesson plan

The lesson has elements that work at all the levels of SAMR, and it successfully reaches the top two levels of Modification and Redefinition.

Although there are parts of the lesson during which the technology replaces the traditional textbook, the technology is used to augment traditional teaching too.

Then, the lesson really takes off as the learners are given free rein to research, explore, analyse, discuss and present in ways that technology enables and that could not be achieved without it.

Bloom's Revised Taxonomy and the lesson plan

When it comes to Bloom's Revised Taxonomy, the lesson plan gives learners the opportunity to do activities that move across the spectrum of thinking that Bloom's Revised Taxonomy suggests.

The early work will enable remembering and understanding, and then they are tasked with creating a presentation that demands that they apply what they have learned, analyse, and evaluate information as they create the presentation.

They discuss these activities throughout, making the learning active and impactful.

The Criteria for effective social media implementation and the lesson plan

- **Is learner diversity met through the use of the technology?** Not in any specific way. Here are some things you could have suggested. These are all inclusivity features available on Pinterest.
  - Alt Text and image descriptions allow you to add descriptions to your images so that people who are visually impaired can understand what is happening in the image.
  - High Contrast Mode makes it easier for people with visual impairments to see the content on Pinterest.
- **Are there many opportunities for learner learning?** There are many opportunities for learners' learning already in the lesson plan. These include talking about the concept, listening, viewing, writing notes, preparing presentations. The learners work in groups and as a class.
- **Are the learners rather than the teacher in control of learning?** The learners are in control of the lesson with guidance from the teacher.
- **Is peer learning possible for learners?** Peer learning occurs throughout, and the learners work in groups and discuss and create collaboratively.
- **Is feedback from peers as well as from teachers possible for learners?** There are many opportunities for peer and teacher feedback.

Summary of analysis

This is an impressive lesson. Technological, Content and Pedagogical Knowledge all work together to achieve the lesson's outcomes.

An analysis using SAMR shows that the lesson is Transformed/Redefined by the use of technology. It could not take place as successfully without the technology that has been built in.

The spectrum of thinking skills that form Bloom's Revised Taxonomy are covered effectively.

Although the social medium, Pinterest, does not have a great many ways to allow for learner diversity, the rest of the lesson meets the criteria for effective social media implementation.

Task
• Create a lesson plan for any topic of your choice using Pinterest.
• Make sure that you have considered all the pedagogical issues.
• Try the lesson plan out in class and then write a reflection on your experience.

About the Final Assessment

At the end of this training session, you will be asked to complete the Final Assessment.

If you complete the Final Assessment successfully, you will qualify for your virtual badge and certificate. You can see a sample here.

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Final Assessment

Indicate the ONE correct response for each question.

1	Who were the founders of Pinterest?
a	Ben Silbermann, Evan Sharp, and Paul Sciarra.
b	Mark Zuckerberg, Jack Dorsey, and Jeff Bezos.
c	Sundar Pichai, Tim Cook, and Satya Nadella.

2	When was Pinterest launched?
a	2010
b	2015
c	2020

3	What was the initial focus of Pinterest?
a	Animals
b	Design, fashion, and home décor.
c	Food and travel

4	The Create Button in Pinterest is indicated by a _____ Icon.
a	Plus Sign
b	Magnifying Glass
c	House

5	How can teachers use Pinterest to collaborate with other educators?
a	By creating Group Boards.
b	By sharing Pins with learners.
c	By organising their profile.

6	How can you create a Pinterest Account on a computer?
a	By downloading the app from the App Store.
b	By visiting www.Pinterest.com and signing up on a browser.
c	By connecting your Google to your Facebook credentials.

Indicate the ONE correct response for each question.

7	What are the three key pedagogical theories and models you can use to evaluate the use of technology in a classroom?
a	TPACK, SAMR, and Bloom's Taxonomy.
b	TPACK, SEO, and Maslow's Hierarchy of Needs.
c	TPACK, SEM, and Skinner's Operant Conditioning.
8	What does the SAMR Model focus on?
a	Levels of cognitive complexity.
b	Integration of Technological, Pedagogical, and Content Knowledge.
c	Progression of technology integration in teaching and learning.
9	What are the four conditions that Creative Commons licences are based on?
a	Attribution, NonCommercial, Derivatives, Public Domain.
b	Attribution, ShareAlike, NonCommercial, NoDerivatives.
c	ShareAlike, NonCommercial, Derivatives, Public Domain.
10	What does Digital Citizenship refer to?
a	The responsible and ethical use of technology.
b	The enforcement of copyright laws on the internet.
c	The process of creating Creative Commons licences.
11	Which level of the SAMR Model involves using Pinterest as a direct replacement for traditional teaching methods?
a	Substitution
b	Augmentation
c	Redefinition
12	What is one benefit of making Pinterest Boards collaborative?
a	It allows teachers to take ownership of the learning process.
b	It fosters a sense of community and engagement in the classroom.
c	It provides teachers with a platform to share their own creative projects.

	Final Assessment (continued)	
Indicate the ONE correct response for each question.		
13	Pinterest does not have the option to add Alt Text to images for better accessibility.	
a	TRUE	
b	FALSE	
14	When using Pinterest in the classroom, it is important to consider the relevance of the content to the topic at hand.	
a	TRUE	
b	FALSE	
15	It is not possible to save or use videos on Pinterest.	
a	TRUE	
b	FALSE	

Acknowledgements

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Ruben Puentedura, http://www.hippasus.com/rrpweblog/	SAMR Model.
Via Afrika	Author-generated images based on standard models of TPACK, SAMR, Bloom's Revised Taxonomy.

Xvector/freepik.com, Premium licence (Unlimited use without attribution)	Pinterest logo 3d social media icon isolated.
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Via Afrika

Our Teachers. Our Future.

Via Afrika
40 Heerengracht, Cape Town,
8001
PO Box 5197, Cape Town, 8000

www.viaafrika.com

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