

## Independent Study Course Syllabus

**Course Number:**

**Course Title:**

☒ Online



Correspondence

**Instructor: Janet Adams, M.A.**

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**Social**

**Pinterest: jadams1**

**Twitter: @sunbirds2**

**Instagram: adams\_janet**

**Blog: <https://classroomwise.blogspot.com/>**

**Units: 3**

**Grade Level: K- 16**

### Course Description

Discover an App that simplifies your day, engages your students and impacts your colleagues.

#### Top 5 Reasons Teachers Should Use Pinterest

1. Teacher inspiration
2. You can organize ALL those lessons, resources, printables etc. without paper, folders and bookmarks!
3. Outside of education specific content, Pinterest is a sharing space for other types of resources that can help with your planning.
4. On Pinterest you can easily collaborate with other teachers, authors, bloggers, content specialist.
5. It's fun! Teaching is one of the most rewarding professions but there are difficult days too.

From a Pinterest teacher: Lindsay Chapman

Finally! You can get professional development units for using Pinterest! You will learn how to locate, organize, sort, compare and contrast a world full of resources for your classroom and how to share those resources with others. Pinterest will re-invigorate your passion and drive for your craft and what you do every day with your students. Pinterest allows you to personalize your professional development by putting you in touch with like-minded people from all over the world in order to share classroom activities, philosophies, technologies, and strategies. This course will create thought-provoking ideas on the pedagogy of your classroom and how you teach.

Course Number and Title: Pinterest for Teachers

Instructor: Janet Adams M.A.

Date of Revision 03-29-17

To register for courses go to <http://ce.fresno.edu/cpd> and log in

## **National Standards**

This course will apply the National Educational Technology Standards (NETS), the National Board for Professional Teaching Standards (NBPTS), and the Common Core State Standards within the individual lessons plans and projects assigned for course completion. See list below of standards attached to each Learning Objective and Outcome.

### **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.

## **Required texts and course materials**

Students need to purchase the required text below which are not included in course materials' fee. **(timeless research and information)**

Garner, Betty K. *Getting to "Got It!": Helping Struggling Students Learn How to Learn*. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

## **Course Dates:**

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

### Student Learning Objectives (SLOs)

Students will engage and become knowledgeable in the internet tool, Pinterest. Students will have a strong background of research therefore helping struggling students by using Pinterest strategies in visualization, organization, and classification. Students will create their personal PLN for collaboration.

Course Learning objectives (Outcomes)	National Standards addressed (NETS & NBPTS)	CE SLOs
1. Explore and actively engage in the use of Pinterest and its use in education.	(NETS 1a,b,c,d, 2a,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 4a,b,c, 5a,c)	CE2, CE3, CE4, CE5, CE6
2. Create and develop a methodology of communicating with other education professionals to share classroom activities, lesson plans, resources, concerns, and philosophies. using social networking tools focused on Pinterest.	(NETS 1a,c,d, 2a,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b, 4a,b,c, 5a,c)	CE2, CE3, CE4, CE5, CE6
3. Explore and define how Pinterest is transforming educators and critically evaluate the growth of Pinterest among educators.	(NETS 1b,c,d, 2a,c, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b,d, 4a,b,c, 5a,c)	CE2, CE3, CE4, CE5, CE6
4. Demonstrate understanding of new terminology by creating a course journal.	(NETS 1c,d, 2a,b,c, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b, 4a,b,c, 5a,c)	CE1, CE2, CE5, CE6
5. Analyze and define the pedagogical considerations of Pinterest for classroom use by creating, designing and developing appropriate lessons incorporating the use of Pinterest.	(NETS 1a,b,c,d, 2a,b,c,d, 3a,b,c,d, 4a,b,c,d, 5a,b,c,d and NBPTS 2c, 3a,b, 4a,b,c, 5a,c)	CE1, CE2, CE5, CE6

6. Identify and evaluate how Pinterest can support a student-centered environment and project based learning and therefore be used as a constructivist and collaborative tool for learning.	NETS 1a,b,c,d, 2a,b,c,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 1a,b,f, 2a,c, 3a,b, 4a,b,c, 5a,c)	CE4, CE5, CE6
7. Discover and explore educational resources and organizations dedicated to the future of education.	(NETS 1a,c,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a, 4a,b,c, 5a,c) Discover and explore how Pinterest relates to literacy in the 21 <sup>st</sup> century. (NETS 1a,b,c,d, 2a, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 3a,b, 4a,b,c, 5a,c)	CE2, CE3, CE4, CE5
8. Analyze how asynchronous communication can enhance the learning experience.	(NETS 1a,b,c,d, 2a, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 3a,b, 4a,b,c, 5a,c)	CE2, CE3, CE4, CE5, CE6
9. Discover and explore how Pinterest relates to literacy in the 21 <sup>st</sup> century.	(NETS 1a,b,c,d, 2a, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 3a,b, 4a,b,c, 5a,c)	CE1, CE4, CE6
10. Extrapolate how the concepts learned in this course will effect the way the student shares with and learns from other educators for the rest of their career.	(NETS 1a,b,c,d, 2a,b,c,d, 3a,b,c,d, 4a,b,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b, 4a,b,c, 5a,c)	CE1, CE2, CE3, CE4, CE5, CE6

## Standards Addressed in This Course:

Links to Standards:

<http://corestandards.org> - Common Core State Standards

[http://www.nbpts.org/the\\_standards/the\\_five\\_core\\_propositio](http://www.nbpts.org/the_standards/the_five_core_propositio) - National Teaching Standards, Five Core Propositions

[www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks)

<http://www.educationworld.com/standards/state/index.shtml> - Education World

<http://www.academicbenchmarks.com/search/>

## Topics, Assignments and Activities

**Topic 1A** – Create a shareable Pinterest graphic: Create and post a social media graphic suitable for Pinterest using information from a educational/tech content podcast. Application: Canva instructions included.

**Topic 2** – Create a Pinterest account using an appropriate user name and avatar and follow the instructors on Pinterest.

**Topic 3** – Research and find specific educators and experts in specific fields to follow. Reflect on creating and developing a PLN within Pinterest.

**Topic 4** – Collaborate with other educators within the Pinterest environment while learning how to pin, share, and search for educationally related information. Creating a Professional Learning Network

**Topic 5** – Explore, research and journal the ‘digital footprint’ of other educators that you follow on Pinterest on the web.

**Topic 6** – Discover uses for and activities to use Pinterest with their students and how these activities relate to the learning process. *Getting to Got It!*

Forum Assignments

PD 360 Videos

**Topic 7**– Analyze how Pinterest can be considered part of the new literacy within the classroom.

**Topic 8** – Show knowledge of vocabulary terms specific to Pinterest and texts with a journal of terms and definitions.

**Topic 9** – Create and share 3 lesson plans from materials obtained from others on Pinterest.

Write a Summary of the text and literature in Pinterest for Teachers

**Topic 10** – Course Wrap-up: Grading and Evaluations

**Topic 11** – Prayer Requests/Journal

## Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

### ***Moodle:***

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

### ***Moodle Site Login and passwords – (or other online course access information)***

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

### ***Getting Help with Moodle:***

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

## Grading Policies and Rubrics for Assignments

Students must earn a minimum of 80% to receive credit

A =90-100%, B=80-89%

378-420, 293-325 (after July 14, 2016) points possible = A

336-377, 260-292 (after July 14, 2016) = B

Below 336, 260 (after July 14, 2016) points = no credit

## Writing Guidelines

Please format your paper according to the [general APA guidelines](#)

You can create your documents in either Microsoft Word, Apple Pages, Google Docs, or as a PDF and upload them through Moodle.

<b>Rubrics Assignments</b>	<b>Sub-Stan- dard (No Credit)</b>	<b>Standard</b>	<b>Superior</b>	<b>Point s</b>
<b>1A Create a Shareable Pinterest Graphic</b>  10 points possible	The student has a very limited proficiency in using the elements and principles of design. There is an inappropriate ability to employ the design process. The design is inappropriate for the task.	The student has a good proficiency in using the elements and principles of design. There are good indications of ability to employ the design process. The design is suitable for the task.	The student shows an excellent proficiency in using the elements and principles of design with graphics, layout and type. There is an effective ability to employ the design process. The design addresses the purpose and shows a high level of creativity.	10

<b>2.1</b> <b>Create a Pinterest Account</b> 15 points possible Superior=14-15 Standard=12-13	Created a Pinterest account with no profile information or never notified the instructor about following.	Created a Pinterest account, lacking profile information or avatar (photo), followed instructor with a notification tweet.	Created a Pinterest account with a creative user name including a full profile with avatar (photo), followed the instructor with the correct information in the notification tweet to him.	15
<b>3.1</b> <b>Follow or Not to Follow Reflection</b> 20 points possible Superior=19-20 Standard=16-18	Not over a single page in length or off topic, lacking specific examples.	Not over a single page in length or not detailed in included information or examples provided. Perhaps lacking flow of information. APA Guidelines	Close to 2 pages, answers most if not all of the response questions in the assignment description, provides personal insight into the experience. APA Guidelines	20
<b>4.1</b> <b>Develop a PLN</b> 20 points possible Superior=9-10 Standard=7-8	Profile shows little or no activity of people being followed or boards being created.	Submitted a link in Moodle pointing to your Pinterest profile showing that you are following at least 10 other educators or educational organizations and have at least 6 boards with a minimum of 3 pins on each board. APA Guidelines	Submitted a link in Moodle pointing to your Pinterest profile showing that you are following at least 20 other educators or educational organizations and have at least 10 boards with a minimum of 5 pins on each board. One-page reflection. APA Guidelines	20
<b>4.2</b> <b>Digital Footprint</b> 20 points possible Superior=19-20 Standard=16-18	Less than two paragraphs, off topic, no examples.	At least two full paragraphs, not on topic in terms of specific examples. APA Guidelines	Full two paragraph to one page description of what else at least one of the people that you follow does in terms of contributing to the overall community of education information. APA Guidelines	20



<b>5.1 Pinterest in the classroom</b> 10 points possible Superior=9-10 Standard=7-8	Less than two paragraphs, off topic, no examples.	Two paragraph description of how Pinterest can be incorporated into the student's classroom and curriculum, lacking specific lesson examples. APA Guidelines	Full two paragraph to one page description of how Pinterest can be incorporated into the student's classroom and curriculum including specific lesson examples. APA Guidelines	10
<b>6.1-6.6 Text Getting to Got It! 6 Forums</b> 90 points possible (15 Points Each)	Poorly developed ideas which do not add to the discussion. Poorly developed critical thinking. Posts are difficult to clarify. No interaction with others and/or instructor.	Developing ideas; sometimes stimulates discussion. Beginning of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more creative thought. Tendency to recite facts rather than address issues. Posts are understandable, but some thought is required.	Well developed ideas; introduces new ideas, and stimulates discussion. Clear evidence of critical thinking-application, analysis, synthesis, and evaluation. Postings are characterized by clarity of argument, depth of insight, original and relevant. Arguments are well supported.	90
<b>6.7 Cognitive Lesson</b> 20 points possible Superior=19-20 Standard=16-18	Less than two paragraphs, off topic, no examples.	Full two paragraph description of how Pinterest can be included in the cognitive realms of how the brains learns, missing specific lesson examples and/or references to the reading. APA Guidelines	Full two paragraph to one page description of how Pinterest can be included in the cognitive realms of how the brains learns including specific lesson examples and references to the reading. APA Guidelines	20

<b>7.1</b> <b>The New Literacy</b> 10 points possible Superior=9-10 Standard=7-8	Less than two paragraphs, off topic, no examples.	Two paragraph description of how Pinterest can be included in the new literacy in terms of developing reading and writing skills in students including specific examples. APA Guidelines	Full two paragraph to one page description of how Pinterest can be included in the new literacy in terms of developing reading and writing skills in students including specific examples. APA Guidelines	10
<b>8.1</b> <b>Pinterest Vocabulary Journal</b> 20 points possible Superior=19-20 Standard=16-18	Journal in Moodle showing less than 10 Pinterest terms.	Journal in Moodle showing a minimum of 10 Pinterest terms and their definitions or majority of definitions are not in student's own words.	Journal in Moodle showing a minimum of 15 Pinterest terms and their definitions in the student's own words.	20
<b>9.1</b> <b>3 Lesson Plans</b> 60 points possible (20 Points Each) Superior=57-60 Standard=48-56	Did not complete all 3 lesson plans or each lesson is not complete or did not include the use of Pinterest, lessons do not address standards.	All 3 lesson plans are clear in directions for both teacher and student roles, lessons lack clarity in how Pinterest are involved, plans include some form of assessment and/or project-based conclusion and address either the Content Standards and/or the Common Core Standards (as per subject area - History, Science, Technology) and the Common Core Literacy Standards. <u>OR</u> the 3 staff presentations show how Pinterest is a PD/PLN tool.	All 3 lesson plans are succinct in directions for both teacher and student roles, each lesson has specific inclusion of Pinterest, plans include some form of assessment and/or project-based conclusion and address either the Content Standards and/or the Common Core Standards (as per subject area - History, Science, Technology) and the Common Core Literacy Standards. <u>OR</u> all 3 staff presentations work together to explain the process of using Pinterest as a PD/PLN tool.	60

<b>9.2</b> <b>Summary of Readings in</b> <b>30 points possible</b> Superior=27-30 Standard=24-26	Not over a single page in length or off topic, lacking specific examples.	Not over a single page in length or not detailed in included information or examples provided. Perhaps lacking flow of information. APA Guidelines	A full two-page summary (not longer) including response to the research side as well as to the personal experiences in the reading. Specific examples referenced. Includes full, topical paragraphs. APA Guidelines	<b>30</b>
<b>Total Points</b>				<b>325</b>

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

### **Instructor/Student Contact Information:**

Instructor: Janet Adams, M.A.  
 Phone number: 559-978-2048  
 Email: [bnjadams@gmail.com](mailto:bnjadams@gmail.com)  
[@sunbirds2](mailto:@sunbirds2)

### **Relevant text and online resources that support course content and encourage further investigation.**

1. [37 Ways Teachers Can Use Pinterest In The Classroom](#)
2. [Swap Lesson Plans](#)
3. [How Educators Use Pinterest for Curation](#)
3. [The Social Media Guide to Growing Your Personal Learning Network](#)
5. [How to Use Pinterest With Bloom’s Taxonomy](#)
4. [Teachers Stuck on Pinterest](#)

5. [Create an Online Community](#)
6. [Pinterest Guide for Teachers \(lesson ideas\)](#)
7. [5 Great Ways to Use Canva in the Classroom](#)
8. [Up and Running with Canva](#)
9. [7 Ways to Use Canva to Create Compelling Graphics](#)

**Continuing Education Program Student Learning Outcomes:**

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

**FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

Course Number and Title: Pinterest for Teachers

Instructor: Janet Adams M.A.

Date of Revision 03-29-17

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<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.