



**OBTC 2015 at University of La Verne
June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

Submission Template for the 2015 OBTC Teaching Conference for Management Educators

1) Title of Proposal:

Using Pinterest as a medium for student active learning through individual discovery of relevant content

2) Abstract:

Research has suggested active learning and student choice in class material benefit student learning. Social media also has been seen to facilitate engagement and connections between learners. I describe how Pinterest is used in my class to integrate both of these goals and my session will discuss how other educators can use the site for their own class needs. Students are asked to find course relevant content online such as example videos and articles and share them on the class Pinterest board. They then explain why their content is relevant as well as interact with the content of others.

3) Keywords:

Social media, Pinterest, Active learning, video clips

4) Format

- Activity or exercise
 Discussion roundtable (60 minute only)
 General discussion session

5) Time Requested:

- 30 Minutes
 60 Minutes (*Roundtables must select 60 minutes*)
 90 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

I will need a computer with Internet access to show Pinterest. I will also need the computer to have PowerPoint.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

The ability to apply on a basic level Pinterest to their own course content needs

Give clear examples of how Pinterest can be applied in the management course classroom

Be able to use general features of Pinterest in own course content design

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

In recent years there is a growing appreciation for the value of video clips in helping students to understand, be interested, and be engaged with class concepts and material (Billsbury, 2013; Champoux, 2001; Fee & Budde-Sung, 2014). While these clips can be very helpful on their own Tyler, Anderson, and Tyler (2009) suggest they can be even more impactful when students are not just passive viewers of instructor chosen clips but in fact the students pick their own clips to illustrate class related concepts. They see this as having a significant impact on creating an active learning environment for students where students are not just observers but involved in the search for and evaluation of relevant material. They offer advice drawn from their own class experiences on how such video clip related exercises and activities could be structure.

This session looks to build on the approach offered by Tyler et al. (2009) by describing and illustrating how the social media site Pinterest can be used as the medium for students sharing their own video clips and other class relevant materials, and viewing and reacting to others students shared material on a class Pinterest board. Social media is defined as websites and applications that allow users to create and share user generated content (Kaplan & Haenlein, 2010). Pinterest is a social media site that allows users to organize visual bookmarks and links to things a user finds of interest, which are called "pins." These pins can be organized into boards that represent organizing schemes for the pins such as "technology," "travel," and "food," with users also able to add descriptions for each item pinned. Items pinned tend to be visual in nature with content including videos, diagrams, infographics and links to articles. Users can scroll through cascades of images they themselves have pinned or that are on other boards that interest them. Thus, Pinterest offers a good visual medium for collecting and sharing material.

The value of social media for management education is an area that is just beginning to be recognized, but work has examined the potential benefits in the use of sites such as LinkedIn (Gerrard, 2012) and Facebook application Farmville (Krum, 2012). Social media in these cases was used to increase engagement, facilitate active learning, and gain the advantages offered by social networks. This session will build on this previous work in showing how Pinterest can also help to lead to such benefits.

In this particular session I will talk about my own class experiences in using Pinterest as a means by which students are asked to find relevant material for a class concept, post that material on the class Pinterest board with a brief description of how

it is relevant, react to other student's Pinterest posts, and ultimately use the class message board to more fully describe their own shared content and how it relates to other students' shared content. This set up should help students to gain the active learning benefits described by Tyler et al. (2009) as they play an active role in the evaluating and choice of content. This use of Pinterest also asks students to engage with the content provided by other students and assess how it relates to what the student him/herself has shared.

I will start the session generally discussing Pinterest and how it works. I will then talk about 2 particular applications I did for a training methods course I taught as a hybrid course, with one in person lecture a week supplemented by one online portion each week. I will also discuss how each application could be applied in other management, OB, and HR courses. I will then discuss some potential issues to consider and pitfalls to avoid when implementing Pinterest in a class. I will then have time for participants to ask questions and share their own perspectives. This set-up will help show participants how Pinterest can help active learning and engagement in the ways suggested by Tyler et al. (2009), Gerrard (2012) and Krum (2012). A more exact description of the session schedule and structure is presented below in point 9.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

5 minutes- What is Pinterest?

I will do a presentation on PowerPoint giving a general description of social media and the website Pinterest. I will discuss common uses of Pinterest and the site's features. This will help participants to understand the Pinterest context so that when I describe specific applications the site and terminology has some familiarity.

12 minutes- Discussion and illustration of 2 example assignments done through Pinterest

I will talk about 2 particular applications of Pinterest I used in my training methods class. The idea will be to show some breadth of how the site can be used and I will tie the applications to the particular use I did as well as how the assignments might fit with other management or OB courses. The first assignment discussion is finding and describing organizational strategy. Students are tasked with finding an article online

that describes an aspect of an organization's strategy. They then pin it to the class Pinterest board with a 2 sentence summary description of the strategy. On the class Blackboard the students then each summarize the strategy in more detail and do a compare and contrast with one other student's company and strategy. The second assignment asks student to find an example of a training need at an organization as shown in a popular media clip they find online and post it to the class Pinterest board. They then are asked to describe what the training need the organization has based on the clip and briefly how they might do such training. They then are asked to look at another student's clip and training need description and add one more thing the organization might need trained. These two Pinterest actives were chosen due to the potential for them to be adapted to a wide range of other management and OB courses. Each assignment application will be given approximately 6 minutes of description and discussion of how students interact with each other in each assignment.

5 minutes- Potential pitfalls or issues using Pinterest

I will briefly discuss potential pitfalls or issues that could arise when using Pinterest drawn from my own experiences. This will include aspects like difficulty in some students signing up for services, technical problems, and limitations of the Pinterest website.

8 minutes- Time for participant discussion and questions

In the last approximately 8 minutes of the session I will give participants time to discuss their own experiences with Pinterest or other social media sites with regard to pedagogy use. I will also answer questions about Pinterest and my own experiences using it. I want participants to be able to discuss their own potential uses and applications to help energize participants to potentially use Pinterest in their own classrooms.

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

I will mostly be using a presentation and discussion format and don't have particular handouts at this time. I will be giving a link to my own course's Pinterest site, which is below. By the time of the conference it will have the full semester's worth of assignments for the class posted.

<http://www.pinterest.com/iopsychology/ols-3753m-training-methods-spring-2015/>

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

This session offers the contribution of letting other teachers know about the potential value in increased active learning and engagement from using the site Pinterest. Participants will leave the session with an understanding of how Pinterest can facilitate students finding, choosing, and evaluating course related material. I will also illustrate particular applications of such use. My course Pinterest board will also act as an example they can look to if they want a model for making their own such assignments in the future. This application may be especially helpful to those who teach online courses and are looking for tools to help interactions between students and greater engagement with the online course.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

This session offers a strong fit with the conference theme of learning in community. Integrating Pinterest into the teaching of management concepts allows for greater interaction among students in the classroom in an interesting and engaging environment. The use of Pinterest proposed here helps for more active engagement by students, as in picking the content they share on the Pinterest board and which content of other student's they react to they are better connecting learning to their own experiences, interest, and their own perceptions of what the material truly means. This session also fits directly with the aspect of the call about linking students through technology and social platforms. I believe this session is a contribution to the theme of Learning in Community.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This has not been presented elsewhere. Some basic elements of Pinterest for general college education will be presented at a local teaching conference (Fort Wayne Teaching Conference) in February but this presentation for OBTC will offer more concrete exercises from the classroom, a more academic research of teaching base for discussion, and a more focused approach to teaching of management and

organizational behavior related concepts. The session for OBTC will speak directly to the needs of educators in management, organizational behavior, and human resources.

14) References and/or Additional Materials:

References

- Billsbury, J. (2013). From persona non grata to mainstream: The use of film in management teaching as an example of how the discipline of management education is changing. *Journal of Management Education, 37*, 299-304.
- Champoux, J. E. (2001). *Using Film to Visualize Principles and Practices*. Cincinnati, OH: Southwestern.
- Fee, A. & Budde-Sung, A. E. K. (2014). Using video effectively in diverse classes: What students want. *Journal of Management Education, 38*, 843-874.
- Gerrard, J. G. (2012). Linking in with LinkedIn: Three exercises that enhance professional social networking and career building. *Journal of Management Education, 36*, 866-897.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, united! The challenges and opportunities of social media. *Business Horizons, 53*, 59-68.
- Krom, C. L. (2012). Using FarmVille in an introductory managerial accounting course to engage students, enhance comprehension, and develop social networking skills. *Journal of Management Education, 36*, 848-865.
- Tyler, C. L., Anderson, M. H., & Tyler, J. M. (2009). Giving students new eyes: The benefits of having students find media clips to illustrate management concepts. *Journal of Management Education, 33*, 444-461.

Websites Used:

Pinterest:

<http://www.pinterest.com>

Class Pinterest Board Example:

<http://www.pinterest.com/iopsychology/ols-3753m-training-methods-spring-2015/>

Example of Assignment Links

Organizational Strategy

“Walt Disney Strategy”

<https://sites.google.com/a/email.vccs.edu/bus100bmenegazzi/strategies-for-reaching-global-markets>

Training Need

Clip from the IT Crowd TV show

<https://www.youtube.com/watch?v=1EBfxjSFAXQ>