

Title: **Encouraging Ownership and Collaborative Engagement with Subject Reading using visual bookmarking tool Pinterest**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Design a learning activity for creative collaboration
2. Create a collaborative Pinterest Board
3. Edit, Share and comment on a Pinterest Board
4. Compare and evaluate alternative approaches

Session Outline

Our workshop will seek to challenge and explore the use of visual bookmarking tools such as Pinterest in critical thinking and creative collaborative learning. We will draw upon findings from prior research and on personal experiences of trialling Pinterest on a number of courses in a UK university setting.

When it comes to reading lists in higher education, text heavy sources can be perceived as intimidating, or worse, boring (De Jager-Loftus & Moore, 2013). Graphical and non-hierarchical, Pinterest reading lists encourage learners to evaluate and form their own judgements (Pearce & Learmonth, 2013) increasing access to reading choices particularly for visual learners (Hansen et al, 2012). Pinterest can also be appealing for social learners. In academic libraries some of the most successful projects are 'what are you reading?' boards where lively and active groups of readers share book covers, personal reviews and comments (Hansen et al, 2012, De Jager-Loftus & Moore, 2013).

Pearce and Learmonth (2013) describe the practice of 'clickolage' as an empowering and worthwhile academic endeavour that can help learners 'find their voice' and to 'approach reading not as consumption of meaning, but as a co-production of it' (Castro-Lewandowski, 2013). We argue that core to curation as an academic practice, is an appealing visual place to gather research ideas and create a social media equivalent of a glossary or an annotated bibliography (Richardson et al, 2013). Digital curation and collaboration promotes critical thinking as a 'creative activity that employs qualitative human reasoning...creating value beyond the sum of each asset' (Linder et al, 2014). Such collaboration can be multi-faceted and tools such as this may enable playful and creative interaction and co-curation between

librarians, students and faculty in new and inventive situations where we undertake to build knowledge together.

<https://uk.pinterest.com/cemillington/pinterest-for-critical-thinking-and-collaborative-/>

Session Activities and Approximate Timings

The outline of the workshop is as follows;

- 5mins – Introducing our collaborative cross-disciplinary project
- 10 mins – Designing collaborative learning activities that use the visual bookmarking tool, Pinterest.
- 10mins - Break out groups design a learning activity that would use Pinterest as the collaborative platform
- 5 mins - Demonstrate the projects Pinterest Board
- 45 mins - Set up Pinterest accounts using your mobile device and in groups create and build an example board for the learning activity previously designed
- 15 mins - Groups share and discuss the Boards they've created

References

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LINDER, R., SNODGRASS, C. & KERNE, A. 2014. Everyday ideation: all of my ideas are on pinterest. *Proceedings of the 32nd annual ACM conference on Human factors in computing systems*. Toronto, Ontario, Canada: ACM.

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