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9440: Learning with the Internet
Final Project
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URL to online product:

<http://www.pinterest.com>

(You will need to click the “Request Invitation” button to set up your account. You will get an email that indicates you are on the waiting list. If you do not get an invitation relatively soon thereafter, please email me and I will invite you. I will need your email address. Once you have an account, search for “Jeaniene Thompson”).

Intended users and purpose of your project:

The intended users of this project will be students in my advanced Graphic Design and Desktop Publishing class. This online collaboration tool will be used throughout the year to collect and organize various types of information but the purpose of this specific project will be to collect online examples of products that represent each of the design principles: contrast, repetition, alignment, proximity and simplicity. Students will each set up an account in Pinterest.com, a virtual pinboard that "lets you organize and share all the beautiful things you find on the web" (pinboard.com).

Once they have established an account, each student will create a pinboard named “design principles” and will have to collect 3 graphic examples of each of the principles to attach to their pinboards. Each graphic will need to be labeled according to the main principle in play for that graphic and include a short explanation as to how that principle is being used. Each student will “follow” at least 2 other students and me.

After students have gathered their artifacts, labeled them and provided an explanation, students will be divided into groups of 3. Students will visit the design principles pinboard of each of their group members and evaluate each submission to determine if they agree or disagree with the originator and be asked to provide a comment on a number of each of their group members' pins. Their comments should reflect questions such as:

- Does the artifact accurately reflect that suggested design principle:
- Does the student provide an accurate and meaningful explanation as to how the principle is being used? Does the explanation flow with the definition of the principle?
- Do you think the design principle assigned to the image is the “main” principle at work in this piece? If not, what do you believe was the main principle used?

Students will be able to use notes from the Principles of Design PowerPoint discussion from a previous lesson.

Once feedback has been given students will revisit their own pinboard and review their peers' comments. They will then respond to some of the feedback given so that I can tell they did indeed review the comments.

Other areas where I anticipate using Pinterest.com (but not as part of this project) include:

- Elements of design – students collect examples of elements of design in publications (line, shape, size, color,
- Ideas notebook – student collect examples of current projects (i.e. movie posters, logos, business set, book jackets, magazine advertisements, etc.)
- Desktop publishing terminology – student collects examples of dtp terms in use (i.e. pull quotes, reverse type, em and en dashes, etc.
- Typography – student collect examples of effective and not-so-effective uses of typography

Learning outcomes/objectives/standards for users

- **Learning outcome:** After completing this lesson, students should have a better understanding of the principles of design, be able to identify and explain how the principles of design are being used in real-world products, and then ultimately be able to incorporate principles of design into their future projects.
- **Objective:** From Columbia Public Schools Graphic Design and Desktop Publishing course objectives list:
 - IV.C.2.b. Identify and define basic principles of design (Contrast, Repetition, Alignment, Proximity, Simplicity).
- **Standards:**
 - From Missouri Department of Elementary and Secondary Education
Information and Communications Technology Literacy Grade Level Expectations
<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-ca-il-cle-0410.pdf>
 - 1.A.d. Locate relevant sources and select information appropriate to the problem or question.
 - 1.B. Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work.
 - 4.D.a. Evaluate information critically and competently: Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information.

From International Society for Technology in Education NETS:

<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

- 2.a. Communication and Collaboration. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- 3.b. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

Method of assessing learning outcomes/objectives/standards

A rubric will be used to assess each of the student's pins for accuracy in matching the correct design principle to the graphic and their subsequent explanations. The explanations should discuss how the principle has been applied. Students can reference their design notes provided during a previous lesson. The rubric will also include a section for the student's comments on their group members pins and will be evaluated for meaningful and accurate reflection. In addition, students will write a reflection analyzing the strength of the learning activity. See assignment sheet and rubric on pages 6-7.

Discussion of how your learning activity meets “meaningful learning” criteria

This assignment serves as the introductory lesson for students immediately following the presentation of the design principles. I believe it encompasses all five attributes of meaningful learning as identified in *Meaningful Learning with Technology*, though more so in some categories than others.

Students **actively** search the Internet for examples of the five design principles. While they will not actually “manipulate objects and parameters” (p. 3), this lesson provides the reinforcement that will lead students to utilize the design principles in creating their own products in the future.

The primary objective of this lesson is for students to be able to identify real-world applications of design principles and define how the design principles are being used. Searching for real-world examples via the Internet and describing how those examples meet the design principle criteria makes this learning **intentional**. This lesson will “engage learners in articulating and representing their understanding” of the design principles (p. 4).

The learning is **authentic**, “embedded in real life” (p. 4). Students will be collecting artifacts from the Internet created by others that demonstrate the principles of design. Again, students will not actually practice using the design principles in this lesson, however, they will be able to reference the examples they collect in their future projects.

This lesson becomes **cooperative** when the students have to look at their group members’ submissions and comment as to the accuracy of those submissions. The text recommends that for an activity to be truly cooperative, any grading associated with the assignment must be team-driven. I was unable to determine a way to meet this component of the criteria and didn’t feel it was necessary in this particular lesson.

This lesson will wrap up with the **constructive** attribute of meaningful learning. Students have completed this assignment, they will be asked to use a discussion post on Angel (our school’s learning management system) to “reflect on their activity and observation” (p. 3) Did they find value in identifying the principles in action? Were they accurate in their choices? Did their partners provide additional insight?

Reflection on your experience of creating the project

I was introduced to pinterest.com by one of my students during an initial discussion with my graphic design class. I was explaining that a good designer will often collect artifacts from other designers and that I would be asking each of the students to start collecting artifacts as well. One of my students who uses Pinterest.com thought it could be used for this type of activity and showed me her account and gave me a tour through her boards. The idea of pinterest.com excited me because I had not been able to figure out a way to digitally complete some of my assignments without using the more traditional methods (i.e. cutting examples from magazines and pasting them to a page and producing an end product on paper). I decided to explore Pinterest.com further to see if it would meet the needs of my current assignments and found that it will do that and much more. After setting up my account, I explored the site and found that it has a collaborative component that will allow the students to comment on each other's pins. Students have the flexibility to develop their own boards as well as those for the class. I am very excited to be able to use this Web 2.0 tool in my classroom.

Evaluation of your project's implementation with users, if possible

As often happens when using technology in the classroom, the initial setup for each student took most of the class period due to unforeseen problems setting up accounts. I had set my account up a month or so ago before our school had blocked Facebook. Forgetting that pinterest.com has to be tied to your Facebook or Twitter account, this caused problems with students who had not previously set up an account. We finally determined that students could set up a Twitter account and then create their account via Twitter. Several students also had problems with the board they created so I spent some time trouble-shooting those issues. And as often happens, several students didn't listen to instructions, therefore, I wasn't able to find them in order to "follow" them. Once we got through the initial setup and subsequent problems, the assignment seemed to flow better. After evaluating the activity I can honestly say that I think this was a successful endeavor. Students really seemed to respond to this activity, much more so than they would have cutting and pasting. Most students used the PowerPoint to assist them in creating a definition for their submission and were reflective in their comments to other students. I have already used it again for typography pins. The only problem is I may have created a monster! Students come straight into class and get on pinterest.com. However, they are creating their own boards or looking at other pins that are unrelated to my class. At least they are excited about it!!

Peer review feedback remarks

Remarks from David Diehl:

In general terms I think your project provides a creative, active technology platform for students to learn practical aspects of graphic design. The project has as its basis relevant learning outcomes and standards. It seems to me that it is characterized by the expression "meaningful learning", and has assessments closely tied to the anticipated outcomes. It is a project from which student interaction with the web is likely to result in outcome achievement. Allow me to comment on some specific elements of the project:

Written Report:

Intended Users – You have carefully defined the specific users to whom the project will apply. Further, you have identified the purpose of the project, outlined the process, discussed group activity, and provided for peer comments. You have also identified other ways in which you could use the same web tool.

Learning outcomes/objectives/standards – You have connected your learning outcomes, objectives, and standards and providing the detailed language of the standards. I was impressed that you included NETS for students in the standard identification.

Method of assessing learning outcomes/objectives/standards – I appreciate that you have included a multi-pronged approach to assessment. You provide a detailed rubric that will help guide students, require students to evaluate themselves, and provide for peer review. I believe multiple layers of assessment will provide a better view of student learning while simultaneously giving the student enhanced learning opportunities.

Discussion of how the learning activity meets “meaningful learning” criteria – I very much like your approach to defining the meaningful learning compliance of your project. Your discussion was pointed, compact and full of content. I believe you have properly identified the ways in which the project provides students with a meaningful learning experience.

Reflection – Reading your reflection was an enjoyable experience because it reminded me how much we can learn from our students. You note how a student introduced you to the web tool you are using and have now thought of a number of different ways you could use it in your classes.

Evaluation of Implementation – I think you were very honest in identifying the operational difficulties you faced with the project. I suspect they represent a learning curve that will be overcome in future implementations of this and similar projects. Your student feedback speaks to student engagement. But, I don't think you will really have a sense of the project's success until after the assessments are complete.

Internet Product:

I visited the Pinterest.com site you set up for your class. I think the tool is very interesting, particularly in the way it enables students to comment on each other's work. Following are a few observations I made on the Pinterest.com site:

- You modeled the work you wished for students to complete.
- Student contributions were quite interesting and seemed, largely, to conform to the objectives you had in mind.
- Student comments were thoughtful and on point for the topic each image was intended to present.
- Student interaction was evident and meaningful, including one particularly well done disagreement that I noted.

- The work on the site required work in multiple levels of Bloom's Hierarchy. In particular I noted research, application, explanation, manipulation.
- Student work required active participation to be meaningful.

In sum, I found the internet product quite interesting and can see how it could be useful in a variety of venues outside of graphic art or imaging. It promotes collaboration, construction and academic debate and, therefore, contributes to meaningful learning.

Overall Analysis:

I congratulate you on your project. I suspect that your graphic design students will activate considerable learning from it and find it a memorable experience.

Remarks from Tia Shumaker:

I am very impressed with the idea to use [Pinterest.com](https://www.pinterest.com) to help students gather ideas! It is such an easy way to know for sure that students are understanding concepts within the classroom. It is also a great tool for expanding the classroom into the real world! This way, students actually take what they are learning in the classroom and applying it to what they see going on around them. I believe that you have created a good way to collaborate using the Internet. I also liked how the students are able to comment on each other's pins. It creates a setting for communication and students teaching students. Is it a requirement that students comment on each other's pins? This project is completely embedded in technology and allows for higher level thinking and collaboration which makes learning fun! This is a great project! Very Cool!

Graphic Design and Desktop Publishing

Design Principles Assignment

Objective: Identify and define principles of design (contrast, repetition, alignment, proximity, simplicity)

In this advanced class a major portion of your project score will reflect your ability to accurately incorporate the principles and elements of design, rather than just your ability to use the tools of the specific software being used. In this assignment, you will use an on-line pinboard to collect and organize real-life examples of work that reflects the design principles in action and interact with your peers in an effort to support and contribute to each other's learning.

Part 1:

- Create an account on pinterest.com. Use your school email to request an invitation and then use your first and last name so that I can "follow" you easily.
- Add the "pin it" button to your bookmarks toolbar.
- Create a pinboard titled "Design Principles".
- Search for and collect in your pinboard **at least** 3 examples of each design principle. The examples you find should reflect the main principle in action. For example, when searching for "contrast" your examples should show obvious use of contrast, whether it be size, color, shape, etc. After your initial search, you should have **at least** 15 examples.
- For each example you pin, include a description of the principle in definitions AND an explanation as to **how** that principle is being used. See my pinboard for examples.
- Use the "CRAPS Presentation" PowerPoint if you need help with explanations.
- TIPS FOR SEARCHING: Use Google images or search through pinterest.com. You may "repin" from other non-class member followers, however, you may NOT repin from your own classmates for this part.

Part 2:

- You will be assigned to groups of 3.
- Search for your other group members' pinboards.
- Review their pins and make comments on at least 5 of their submissions. This means you will be commenting on at least 10 submissions. Your comments must be more than "Great pin" or "I like this". Think about the following questions as you review their pins:
 - Do you agree that the pin reflects the principle they assigned? If not, why not.
 - Is their description accurate? In other words, does the explanation flow with the definition of the principle? Why or why not? (Use your design notes if necessary.)
 - Are there other obvious principles being utilized for the submission? If so, which one(s) and how?
- You may "repin" from your group members' boards **ONLY** after you have collected your own 15 examples from Part 1.

Part 3:

- Return to your own pinboard.
- Review comments made by your group members. Were your group members in agreement with your pinboard choices? Did your group members bring up any ideas or concepts that you did not think about?
- Respond to any comments where feedback was provided in which you were in disagreement or new information was shared.

Part 4:

- In Angel, use the discussion post "Pinterest Design Principles Reflection" to reflect on your learning. Use the questions below to guide you in your reflection. Your reflections should illustrate analysis of your learning.

- Was this lesson helpful in clarifying any questions you had about the design principles?
- Based on your group members' responses, were you accurate in your identification of design principles in action?
- Were the comments from your group members helpful? Did they provide additional insight?
- Will you use your pins as you begin your own projects?
- How will identifying design principles in real-world examples help you in your future projects?

NOTE: We will be using [pinterest.com](https://www.pinterest.com) for future assignments. Please be aware that I will have to be looking at your submissions so keep them school appropriate please!

Design Principles Assignment (Pinterest.com) Scoring Guide

Part 1	Poor (1)	Fair (2)	Excellent (3)
Contrast	Less than 3 accurate submissions AND insufficient definitions in explanations	Less than 3 accurate submissions OR insufficient definitions in explanations	3 accurate submissions and explanations include sufficient
Repetition	Less than 3 accurate submissions AND insufficient definitions in explanations	Less than 3 accurate submissions OR insufficient definitions in explanations	3 accurate submissions and explanations include sufficient definitions
Alignment	Less than 3 accurate submissions AND insufficient definitions in explanations	Less than 3 accurate submissions OR insufficient definitions in explanations	3 accurate submissions and explanations include sufficient definitions
Proximity	Less than 3 accurate submissions AND insufficient definitions in explanations	Less than 3 accurate submissions OR insufficient definitions in explanations	3 accurate submissions and explanations include sufficient definitions
Simplicity	Less than 3 accurate submissions AND insufficient definitions in explanations	Less than 3 accurate submissions OR insufficient definitions in explanations	3 accurate submissions and explanations include sufficient definitions
Part 2			
Peer comments x 5	Very few comments made AND comments lack reflection.	Less than 10 comments made or not made on each group member's pins; some comments lack reflection	Comments made on at least 10 peer pins (5 from each group member); comments are reflective and address questions suggested in part 2.
Part 3			
Peer comment feedback	No definitions that feedback was reviewed/no additional comments made	Little definitions that feedback was reviewed/only a few comments made	Feedback reviewed and additional comments made
Part 4			
Reflection – Angel	Reflections do not address prompts or do not analyze learning	Reflections somewhat address prompts or somewhat illustrates ability to analyze learning	Reflections clearly address prompts and illustrate ability to analyze learning
TOTAL			/36