

## Using Pinterest to Generate Tell Initiatives for Multimedia Technology Course

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### Abstract

This paper presents how to use Pinterest to generate told to think outside the box to create initiatives for multimedia technology course. The sample group was 40 first-year students from Multimedia Technology program in the faculty of IT, Thepsatri Rajabhat University. The research tools were 1) lesson plans applied using Pinterest 2) www.pinterest.com 3) learning achievement assessment 4) creativity scoring 5) student satisfaction survey. The research was conducted by applying Pinterest with learning as students pinned what they interested in on Pinterest board where their friends can see and share. The result indicates that 1) the creativity score was improved as the percentage of same answer (51%) was less than the percentage of same answer (0-50%) 2) learning achievement was improved at a significant level of 0.05 due to comparing pre-test score with post-test score 3) the overall image of student satisfaction towards using Pinterest was at a "highest" level)  $\bar{x} = 4.6(1)$ .

**Keywords:** generate Tell initiatives, Pinterest, social Bookmark, Multimedia Technology, students pinned

### 1. Introduction

In term of 'Initiatives for Multimedia Technology Course' for first-year students in Multimedia Technology program in the faculty of IT, it was found that the students scarcely understood how to think out of the box. In other words, the students did not look for new perspective to find unorthodox solutions which possibly improve their works. Among many examination methods, summarizing seems to be the popular one (Wanit, 2004). However, it is not the best way to assess learning outcomes since good summarizing requires creative writing skill and good outlining skill (Wichai, 1998). Even knowledgeable students are not able to express their idea without having proper thinking process and communication skill (Suwit & Orathai, 2003). Due to the need of initiative in studying 'Initiatives for Multimedia Technology', skills related to initiative must be improved. Nowadays, one of the most popular social media is Pinterest, a photo sharing service. It is now the third most-popular social network in the U.S., behind Facebook and Twitter (Marketing Oops, 2012). Likewise, Pinterest is a new media which attracts, especially, the new generation of teenagers. These digital natives, including present students who grew up surrounded by technological advance, were familiar with and be able to use technology gadgets fluently ( Bupa & Araya, 2009).

Applying Pinterest in learning possibly solves the lack of creative thinking in Initiative for Multimedia Technology. Therefore, applying Pinterest was used in this research in order to motivate innovative idea and develop creative thinking and

brainstorming. Under those circumstances, students were able to create their own work to express creative thinking effectively. This method is two-way communication, between students and instructors, in sharing creative idea.

## 2. Research Objectives

This research consisted of the four objectives:

- 2.1 To develop learning activities by using Pinterest to initiate creative thinking for Multimedia Technology;
- 2.2 To assess student creativity in Multimedia Technology;
- 2.3 To improve learning achievement in Initiatives for Multimedia Technology at a significant level of 0.05 by applying Pinterest to learning;
- 2.4 To measure student satisfaction towards learning, which applied using Pinterest to initiate creative thinking for Multimedia technology.

## 3. Research Methodology

### 3.1 Population and samples

#### 3.1.1 Population

Population of the research was students in the faculty of IT, Thepsatri Rajabhat University, who enrolled Initiatives for Multimedia Technology in academic year 1/2016.

#### 3.1.2 Sample

The sample selection was simple random sampling which drew 41 students in the faculty of IT, Thepsatri Rajabhat University, who enrolled Initiatives for Multimedia Technology in academic year 1/2016.

### 3.2 Research tools

#### 3.2.1 Learning Activity

Learning activity applied Pinterest provides lesson plans which includes learning standard, expected learning outcomes, objectives, content, learning management, and assessment.

#### 3.2.2 Creativity Test

Creativity test was designed to assess understanding before and after studying Initiatives for Multimedia Technology.

#### 3.2.3 Pinterest website

Pinterest allows user to pin interesting content, such as web sites and user posts, to board or bulletin board.

#### 3.2.4 Creativity Scoring

Creativity scoring examined answer in term of divergent thinking (Marketing Oops., 2012) which were as follows:

- 1) Fluency represents score derived from counting all different answers and provided 1 score for each without considering that the answer was same as other students.
- 2) Flexibility represents score derived from counting all answers which were not in the same direction or category and provided 1 score for each without considering that the answer was same as other students'.

3) Originality represents score derived from answer which are different from other students' (uncommon response). This scoring considers frequency of answers that show unusual idea.

### 3.2.3 Learning Achievement Assessment

The learning achievement assessment for creativity contains 30 questions worth 30 scores, each question provides 4 choices. The assessment was designed by researcher to test learning outcomes after lesson.

### 3.2.4 Student Satisfaction Survey

The survey was done through computer and statistical data was analyzed as research objectives by a package program.

## 3.3 Data Collection

Data was collected as following process:

3.3.1 The sample group took the creativity test, which were 30 questions and worth 30 scores, as a pre-test within 60 minutes.

3.3.2 The sample group studied a content and designed works through [www.pinterest.com](http://www.pinterest.com)

3.3.3 The sample group took the same creativity test as a post-test.

3.3.4 Satisfaction survey was done by the sample group before it was collected and summarized.

## 3.3 Data Analysis

The data which was collected during research process and after research process was analyzed as follows

### 3.3.1 Qualitative data

For the creativity test, answers were determined by frequency in term of divergent thinking as follows

Same answer over 51% is worth 0 score

Same answer between 0-50% is worth 1 score

Creativity score for each student was derived from adding fluency score, flexibility score, and originality score together. Creativity score and Satisfaction survey were analyzed in order to improve learning activity.

### 3.3.2 Quantitative data

The result of learning achievement assessment was calculated into percentage and compared with the scoring.

## 4. Research Results

The results were presented according to the research objectives as follows:

### 4.1 Learning Activity development by using Pinterest

It was found that the application of Pinterest and learning satisfied a student since Pinterest provides simple tools and links to other social media and graphic website. These advantages allow students to completely present their idea and apply using Pinterest with their work creatively as research objectives.

### 4.2 Initiative development for Multimedia Technology

Student creativity score was analyzed as a following in Table 1

Table 1  
Comparing creativity before and after using Pinterest

Creativity	Creativity Score			
	Before using Pinterest		After using Pinterest	
	Same answer (0-50%) )Percentage(	Same answer (51%) (Percentage(	Same answer (0-50%) )Percentage(	Same answer (51%) (Percentage(
.1Originality	30	70	69	31
.2Fluency	31	69	71	29
.3Flexibility	20	80	60	40

The table reveals that the creativity score was improved. Moreover, using Pinterest to generate tell initiatives for Multimedia Technology course allows students to focus more on learning. The result are in accord with “Introducing ‘Pinterest’ : New media and an education tool in the 21st century” (Pattarawadee & Korntak, 2013) which was written by Pattarawadee Thieler, and Korntak Thadateeratham. The article stated that social networks have become an integral part of peoples’ lives, especially for adolescents and young adults. Due to this social change, educational institutions have attempted to integrate learning materials into these media to conform and adapt to students’ constantly evolving needs. New instructional media has altered students’ learning processes, allowing them to study without constraints in a limitless and timeless environment.

### 4.3 Student Learning Achievement

The result of learning achievement was analyzed and shown as the following in

Table 2

Table2  
Comparing student learning achievement before studying and after studying

Test	Students	Full score	$\bar{x}$	S.D.	t
Pre-test	30	40	12.45	2.05	25.85*
Post-test	30	40	20.15	2.90	

Note\* assumed a significant level of 0.05  
 $\bar{x}$  represents mean and S.D. represents Standard Deviation

According to table 2, student learning achievement was improved and significantly different at the 0.05 level as compared pre-test score with post-test score.

#### 4.4 Student Satisfaction

The best average score was that learning activity enhances content understanding ( $\bar{x} = 4.93$ , S.D. = 0.25). The second one was that learning method is interesting and various ( $\bar{x} = 4.80$ , S.D. = 0.55). The third one was that learning method is appropriate and useful ( $\bar{x} = 4.69$ , S.D. = 0.58). The overview of student satisfaction was very high as the mean was 4.61 and Standard Deviation was 0.52.

#### 5. Discussion

5.1 Evaluation breakthrough achievement by using Pinterest to generate told to think outside the box to create initiatives for multimedia technology course. To improve the achievement of students in the first class of multimedia technology course has a significant level of 0.05 may be concluded that the following reasons.

5.2 Pinterest to generate a social site for sharing visual style that is becoming popular. And now there are a lot of websites that rank third and lateral thinking skills to students and to attract more students to the creative directors.

5.3 Students creative skills to continue learning in other subjects related multimedia technology.

#### 6. Conclusion

The achievement scores of students after using Pinterest to generate tell Initiatives for Multimedia Technology Course to think outside the box. The average score was higher than the previous, when analyzed by statistical that the achievement of students after using Pinterest higher learning and the difference was statistically significant. Assessment of student satisfaction on Pinterest to create a program to generate ideas that flow out of the box by the average satisfaction score. Activity is on the way to help you understand the content better and consistent with the hypothesis.

#### 7. Suggestion

Due to the study, there were useful suggestions for further study as follows

7.1 At first, the students lacked creativity and confidence. Consequently, instructor must ensure students with guiding their idea and demonstration of creative thinking.

7.2 In the end, students had to design work on concepts, which are different from given examples, and further using advance design programs.

7.3 There should be a study to find the most improved skill among fluency, flexibility, and originality.

7.4 There should be a study on using learning management, which promotes creative thinking, with other factor such as student behavior or relation of thinking and behavior.

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