

TEACHER CANDIDATES' OPINIONS ON PINTEREST AND USE OF PINTEREST IN EDUCATION

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Abstract

This study aims to examine prospective teachers' views on Pinterest and the use of Pinterest in education. To this end, a qualitative method was followed and a phenomenological model was used. The participants in the study were 27 female and four male prospective teachers studying at the Faculty of Education at İnönü University, and the participants were determined using purposive sampling. Data were collected during the fall semester of the 2024-2025 academic year. In this context, after explaining the content and process of this research to the teacher candidates using Pinterest, the researchers conducted face-to-face interviews with those who volunteered to participate in the research process, lasting between 7 and 15 minutes. The data obtained from the participants were analyzed using content analysis. However, descriptive analyses were also used from time to time. During the analysis process, the transcripts of this study were transferred to the MAXQDA 2020 program. Then, the researchers independently and jointly created codes, sub-themes, and themes from each of the participants' statements. As a result of the analyses, three main themes were identified: "Pre-vocational training," "Using in the profession" and "Professional attitudes and values." The research findings revealed that the vast majority of teacher candidates found Pinterest to be highly functional from an educational perspective and emphasized the need for its active use both during pre-service education and in the professional process.

Anahtar Kelimeler: Pinterest, Teacher candidate, Social media, Education.

Öğretmen Adaylarının Pinterest'e İlişkin Görüşleri ve Eğitimde Pinterest Kullanımı

Öz

Bu araştırmada, öğretmen adaylarının Pinterest'e ilişkin görüşleri ve eğitimde Pinterest kullanımını incelemek amaçlanmıştır. Bu amaç doğrultusunda araştırmada, nitel bir yöntem izlenmiş olup fenomenoloji modeli kullanılmıştır. Araştırmanın katılımcıları; İnönü Üniversitesi eğitim fakültesinde öğrenim gören 27 kadın ve dört erkek öğretmen adaydır ve katılımcılar amaçlı örnekleme yöntemi ile belirlenmiştir. Veriler, 2024-2025 eğitim-öğretim yılı güz döneminde toplanmıştır. Bu kapsamda araştırmacılar, Pinterest kullanarak öğretmen adaylarına bu araştırmanın içeriğini ve sürecini açıkladıktan sonra, bu araştırma sürecine gönüllü olarak katılmak isteyenlerle 07 ile 15 dakika arasında değişen sürelerde yüz yüze görüşmeler gerçekleştirmiştir. Katılımcılardan elde edilen veriler, içerik analizi kullanılarak analiz edilmiştir. Ancak zaman zaman betimsel analizler de kullanılmıştır. Analiz sürecinde, bu araştırmanın transkriptleri MAXQDA 2020 programına aktarılmıştır. Daha sonra araştırmacılar tarafından hem bağımsız olarak hem de birlikte olacak şekilde katılımcıların her bir ifadesinden kodlar, alt temalar ve temalar oluşturulmuştur. Yapılan analizler sonucunda, "Meslek öncesi eğitim", "Meslekte kullanım" ve "Mesleki tutum ve değerler" olmak üzere toplamda üç ana tema belirlenmiştir. Araştırma sonucunda ise öğretmen adaylarının büyük çoğunluğu, Pinterest'i eğitsel açıdan oldukça işlevsel bulduklarını belirtmiş ve gerek meslek öncesi gerekse de mesleki süreç içerisinde aktif bir şekilde kullanılması gerektiğini vurgulamışlardır.

Keywords: Pinterest, Öğretmen adayı, Sosyal medya, Eğitim.

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1. Introduction

The century in which we live has witnessed profound transformations in scientific, social, economic and cultural spheres. Distinguished by major wars, revolutions and significant developments, this period constitutes a noteworthy historical epoch and is widely regarded as the golden age of technological progress and related advances. Within little more than a quarter century, technological innovation has accelerated at a dizzying pace and the world has come under the sway of global technologies. This influence has not remained confined to technology alone; by interconnecting nations through global communication, education, art, culture, sport and the economy, it has turned the world into what McLuhan terms a global village (Kaya, 2021; Kaya et al., 2021).

The global communications network that has expanded alongside technological developments has exerted its greatest impact on people's lifestyles. Communication channels among countries and individuals have proliferated, and a worldwide media network now envelops the globe. From communication to education, clothing to food, entertainment to the economy and art to culture, this influence has fundamentally reshaped human life and produced a global human model characteristic of the age.

Advances in communication technologies can bring about significant changes in nearly every sphere of life on a daily basis. With the advent of Web 2.0 technologies, online social networks, one of the most striking technological developments of the twenty first century, have transformed the social dimension of individuals' communication with their surroundings and the wider world. These networks, as products of technological progress, enable individuals to redefine their positions in society and reconstruct their self-identities. Consequently, social needs such as socializing, entertainment, following current events, adaptation and information exchange are increasingly met through these networks (Gafuroğulları, 2015). Social media has therefore become a central component of contemporary society, occupying a focal place in human life and influencing daily as well as professional activities. In other words, technological change has fundamentally altered long-standing conceptions of socialization that once occurred in the same physical space through face-to-face interaction, transferring key elements of communication and socialization to virtual environments. The most critical factors in this historic shift are social-network applications and the mobile technologies that facilitate their everyday use.

Pinterest, an online photo-sharing platform (Sert & Şalvarcı, 2020), was founded in 2009 by Ben Silbermann, Evan Sharp and Paul Sciarra and has been among social-media applications since 2010. Designed around the metaphor of pinning images to a board, Pinterest functions as a platform for discovering ideas through visual storage, classification and sharing (Alacacı, 2019; Pinterest, 2024). Formed from the combination of the words pin and interest, Pinterest operates as an entirely visual environment (Carr, 2012; Ottoni et al., 2013). Users create visual content by pinning images or videos they like or find interesting to virtual boards (Birol & Güdekli, 2017; Sanlav, 2014; Ünver, 2019). The platform permits users to group boards by topic, share images online, upload content directly and interact with other users and their material (Popescu et al., 2013).

In recent years, Pinterest has gained worldwide popularity as a visually oriented social-sharing and storage network that supports idea generation and project development. Unlike other social networks, Pinterest brings together images, products and videos according to users' interests on a single board, thereby facilitating quick access to items users wish to revisit or share.

1.1 Problem Statement

Parallel to technological developments, online social networks that have spread worldwide now influence every aspect of life, from education to art, the economy to social relations, politics to daily routines. Determining how these networks facilitate human life and conducting research on them in

diverse fields are therefore essential. The present study focuses on examining the current educational use of Pinterest as one such online social network. A review of the literature shows that although some applied and theoretical studies address Pinterest's educational applications, their number remains limited and no study on its use in education has been identified in Türkiye. Studies carried out in other countries (Amer & Amer, 2018; Chapman & Ortlieb, 2015; Dolphin et al., 2024; Hansen et al., 2012; Holmes & Rasmussen, 2018; Izadpanah, 2021; Karimi et al., 2023; Lopez et al., 2024; Manca, 2020; Schoper, 2015) concentrate on topics such as classroom teaching techniques, motivation, teacher curation and use in higher education. Although these works indicate that Pinterest offers potential for instructional-material design, critical thinking, interpretation (Webb et al., 2013) and teacher curation (Bahçecioğlu, 2024; Knake et al., 2021), research on how preservice teachers position the platform for pedagogical purposes is scarce. Much of the existing literature focuses on classroom practice or motivational aspects, and studies examining preservice teachers' use of Pinterest during professional preparation and its relation to professional values remain insufficient. The present investigation aims to address this gap.

1.2 Purpose of the Study

This study aims to explore preservice teachers' experiences and perspectives regarding Pinterest and to develop evidence-based recommendations for integrating this social-media platform into teacher-education programs. The findings will offer a roadmap for the effective use of Pinterest and other social-media-based visual-sharing tools in professional preparation. In brief, the research seeks to determine preservice teachers' views on Pinterest and their experiences with its educational use. The study addresses the following sub-problems:

1. What are prospective teachers' perspectives on using Pinterest during their professional preparation training?
2. What are prospective teachers' perspectives on using Pinterest throughout their professional practice?
3. What are prospective teachers' perspectives on using Pinterest with respect to professional attitudes and values in teaching?

2. Method

2.1. Research Design

In this study, a phenomenological research design within the qualitative paradigm was employed to explore the lived experiences and perceptions of teacher candidates regarding Pinterest's contributions to their pre-service training and its effects on the teaching process. Phenomenological design focuses on understanding participants' subjective experiences and meanings (Creswell, 2017; Glesne, 2013), which aligns with the aim of uncovering in-depth insights from pre-service teachers' narratives.

2.2. Study Group

The participants of the study consisted of 27 female and 4 male pre-service teachers studying at Inonu University Faculty of Education and the participants were determined by purposive sampling method. Purposive sampling allows in-depth examination of situations that may have rich information (Patton, 2014).

2.3. Data Collection Process

The research data were collected in the autumn term of the 2024-2025 academic year. The researchers determined available times to interview volunteer students. In this research, the first researcher interviewed 10 students, the second researcher interviewed 10 students, and the third

researcher interviewed 12 students. At the beginning of the interview, the participants were thanked for their participation and support in a scientific research and were given general information about the interview. The interview process was started after the participants were informed that the interview would be recorded with a mobile phone set to airplane mode. Face-to-face interviews lasted between 7 minutes and 15 minutes. At the beginning of the interviews, records were started with code names instead of names. Audio recordings of the interviews were carefully transcribed. Since these records did not contain any records of the names of the students, the participants were not contacted again.

Research data were collected with an interview form consisting of demographic variables (gender and department) in the first part and questions about the educational use of Pinterest (What are the contributions of Pinterest application for your future?, What are the contributions of Pinterest application to your professional development?, Would you consider using Pinterest in your teaching profession and how would you use it?, In which areas and in what way do you mostly use Pinterest while preparing your homework-educational task?, Do you find this application educationally useful, why?) in the second part.

The interview form was developed based on a review of relevant literature on social media in education (Manca, 2020; Navy & Nixon, 2023). To ensure content validity, the form was reviewed by two experts in qualitative research and educational technology, who provided feedback on clarity, relevance, and comprehensiveness of the questions. Minor revisions were made accordingly. Additionally, a pilot test was conducted with three pre-service teachers (not included in the main sample) to assess question understandability and flow, resulting in refinements to wording for better participant engagement. This process enhanced the reliability and validity of the data collection instrument (Creswell, 2017; Merriam, 2015).

2.4. Data Analysis

The data were analyzed using thematic analysis as outlined by Braun and Clarke (2006). Transcripts were imported into MAXQDA 2020 for systematic coding. The process involved the following phases: (1) Familiarization: Each researcher independently read and re-read the transcripts to immerse in the data. (2) Initial Coding: Researchers generated preliminary codes from participants' statements, focusing on semantic and latent meanings. (3) Theme Development: Codes were collated into potential sub-themes and themes through iterative discussions among the researchers, ensuring intercoder agreement (ensuring high intercoder agreement via consensus meetings). Discrepancies were resolved via consensus meetings. (4) Review and Refinement: Themes were reviewed against the dataset for coherence and comprehensiveness, resulting in three main themes: 'Pre-vocational Training,' 'Using in the Profession,' and 'Professional Attitudes and Values.' This approach ensured analytical rigor and trustworthiness (Charmaz, 2006; Creswell, 2017).

2.5. Research Ethics

In qualitative research, trustworthiness is expressed in four main categories: transferability, reliability, credibility, and confirmability (Creswell, 2017; Houser, 2015; Merriam, 2015). To ensure the credibility of this research, participants were given the opportunity to refuse the interview. Only participants who were willing to contribute to this research were interviewed.

To ensure the transferability of this research, detailed information was given about all stages of this study, such as the location where the study would be conducted, the number and qualifications of participants, data collection methods and duration, and data analysis methods. To avoid mistakes that would jeopardize the reliability of this research, two faculty members (one professor and one associate professor) specialized in qualitative research methods were asked to evaluate this research in all its aspects. In this study, confirmability was ensured by comparing the data after being analyzed separately

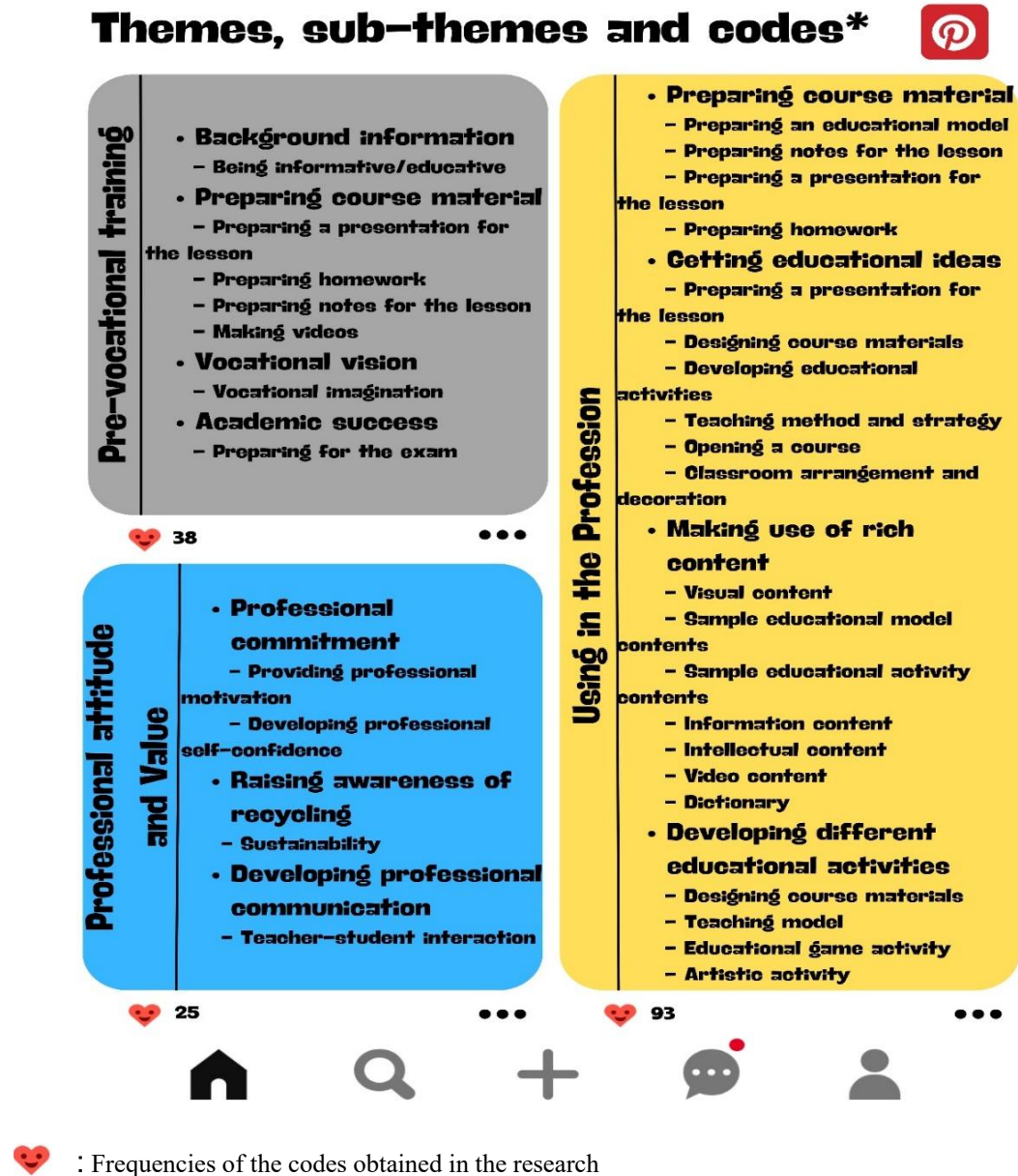
by three researchers. This academic study was prepared in accordance with publication and research ethics, and the data collected voluntarily from the participants were kept confidential with the decision of İnönü University Scientific Research and Publication Ethics Committee dated 05.11.2024 and numbered E.510974.

3. Findings

In this part of this research, the findings obtained from 31 teacher candidates, who were the study group, were included. The findings were discussed in three themes: "Pre-vocational Training," "Using in the Profession" and "Professional Attitude and Values." Based on the main themes, sub-themes were created and codes were obtained under themes and sub-themes. In Figure 1, a general infographic of the research's themes, sub-themes and codes is presented.

Figure 1

Infographic on Themes, Sub-themes and Codes



* This figure is based on the Pinterest interface.

3.1. Findings Related to the Pre-vocational Training Theme

When Table 1 is examined, "being informative/educative" code was obtained in the "background information" sub-theme. "Preparing a presentation for the lesson," "preparing homework," "preparing notes for the lesson" and "making videos" codes were obtained in the sub-theme of "preparing course material." The code of "vocational imagination" was obtained in the sub-theme of "vocational vision" and the code of "preparing for the exam" in the sub-theme of "academic success." Under the "pre-vocational Training" theme, the most emphasized code was "being informative/educative" ($f=16$), while the least emphasized code was "making videos" ($f=1$). The statements of the teacher candidates from whom the codes were obtained are given below.

Table 1

Findings Related to the Pre-vocational Training Theme

Theme	Sub-themes	Codes	f
Pre-vocational Training	Background information	Being informative/educative	16
	Preparing course material		11
		Preparing a presentation for the lesson	5
		Preparing homework	4
		Preparing notes for the lesson	2
		Making videos	1
	Vocational vision	Vocational imagination	11
	Academic success	Preparing for the exam	4

Esma, one of the teacher candidates, expressed her views about being informative/educative as *"If I'm looking for something on Pinterest, there are things that are more innovative, better, and give me ideas. Instagram and Twitter are more of a waste of time for me, but Pinterest is a little more relevant to my purpose. For example, if I'm looking for educational material on Social Studies, I think Pinterest is more appropriate."*

Elanur, one of the teacher candidates, expressed her views about preparing a presentation for the lesson as *"Suppose I am trying to prepare a presentation as a student. There are lots of ideas on how to make that presentation more colorful. Since it is a visually limitless application, I can see what effects I can use in PowerPoint, what backgrounds I can choose, how I can make it more visually appealing, and how it would be more useful if I were a student. As I said, it helped me a lot in terms of finding ideas."*

Onur, one of the teacher candidates, expressed her views about preparing homework as *"It is an application that could be very useful for educational purposes. I can use it in a concrete way, for example, I can use the news there to obtain information and write it down, or I can upload photos related to my homework there and make my homework more effective in this way."*

Sevgi, one of the teacher candidates, expressed her views about vocational imagination as *"I think it increased my imagination in terms of my personal development. Because there are so many ideas, I can notice that my imagination is developing. For example, I look at drawings used in children's books. As I look at that kind of drawings, I think it also contributes to my imagination and develops me."*

Elif, one of the teacher candidates, expressed her views about preparing for the exam as *"It helps a lot with notes. I see that it helps me a lot in exams and tests. Since they are short and clear information,*

I can easily use that information. That's why I think its contribution is so much that it will also contribute to the future."

3.2. Findings Related to Using in the Profession Theme

When Table 2 is examined, the codes of "preparing an educational model," "preparing notes for the lesson," "preparing a presentation for the lesson" and "preparing homework" were obtained in the "preparing course material" sub-theme. The codes of "preparing a presentation for the lesson," "designing course materials," "developing educational activities," "teaching method and strategy," "opening a course" and "classroom arrangement and decoration" were obtained in the sub-theme of "getting educational ideas." The codes of "visual content," "sample educational model contents," "sample educational activity contents," "information content," "intellectual content," "video content" and "dictionary" were obtained in the "making use of rich content" sub-theme. The codes of "designing course materials," "teaching model," "educational game activity" and "artistic activity" were obtained in the sub-theme of "developing different educational activities." Under the "Using in the Profession" theme, the most emphasized code is "preparing an educational model" (f=16), while the least emphasized codes were "opening a course" (f=1), "classroom arrangement and decoration" (f=1), "dictionary" (f=1) and "artistic activity" (f=1) codes. The statements of the teacher candidates from whom the codes were obtained are given below.

Table 2

Findings Related to Using in The Profession Theme

Theme	Sub-themes	Codes	f
Using in the Profession	Preparing course material		24
		Preparing an educational model	16
		Preparing notes for the lesson	7
		Preparing a presentation for the lesson	4
		Preparing homework	2
	Getting educational ideas		26
		Preparing a presentation for the lesson	14
		Designing course materials	13
		Developing educational activities	5
		Teaching method and strategy	3
		Opening a course	1
		Classroom arrangement and decoration	1
	Making use of rich content		26
		Visual content	13
		Sample educational model contents	9
		Sample educational activity contents	6
		Information content	6
		Intellectual content	5
		Video content	2
		Dictionary	1
	Developing different educational activities		17
		Designing course materials	10

Teaching model	4
Educational game activity	2
Artistic activity	1

Hakan, one of the teacher candidates, expressed his views about preparing an educational model as *“It gives me ideas about what I can do. About the activities I can do, about the materials I can prepare... In other words, I will feel ready for the lesson when I appear in front of the students because I know what I can do. Rather than being a teacher standing in front of them and doing nothing, I prefer to support them with various applications and materials. My lessons will be more fun and learning. That's the main benefit for me right now.”*

Sevgi, one of the teacher candidates, expressed her views about preparing notes for the lesson as *“I save material samples, and there are even worksheets on Pinterest. I save those too, because when I first start teaching, I don't know what resources I'll have available, so I think I can take the things I like from there and distribute them to my students. In addition, there are many game examples and material experiment examples, and I save all of them.”*

Hacer, one of the teacher candidates, expressed her views about preparing a presentation for the lesson as *“For example, when teaching literacy for the first time, I can present the materials related to spelling by getting ideas from Pinterest. When teaching addition and subtraction in math class, I can take the materials from there and explain.”*

Fahriye, one of the teacher candidates, expressed her views about designing course materials as *“Professional development can really bring me different and multidimensional gains, because ultimately we use activity design more in activities or lesson presentations. For example, in material design, in special education. This also makes me think about how I can be more useful to students and how I can make lessons more enjoyable. I also use it because I feel I need to develop myself in this direction. It's about gaining benefits for myself, to be able to do something different and to develop myself.”*

Mustafa, one of the teacher candidates, expressed his views about visual content as *“I come across a lot of different pictures on Pinterest. Beautiful nature pictures... If there is a material you want to make, it offers a wide variety of ideas. I search for it and save it to my account. I save the images I want to use in my teaching life in the future.”*

Elanur, one of the teacher candidates, expressed his views about sample educational model contents as *“For example, I can find an experiment that no teacher has ever done before and have the children try it out, creating richer content for them.”*

Nilüfer, one of the teacher candidates, expressed her views about designing course materials as *“I mean, the material samples are very nice. There's a lot of stuff out there about the courses. If we want to plan an activity or make material for our lessons, we can make use of it. It can give us ideas. I was taking a material design course last year and I made my material using Pinterest.”*

Enebay, one of the teacher candidates, expressed her views about teaching model as *“If I were to give an example from a handicrafts course, let's say I divide my students into three groups and ask each group to make a different handicraft. First, I show them how it's done, then I have them do it again.”*

3.3. Findings related to professional attitude and value theme

When Table 3 is examined, the codes of "providing professional motivation" and "developing professional self-confidence" were obtained in the "professional commitment" sub-theme. The code of “sustainability” was obtained in the sub-theme of “raising awareness of recycling” and the code of

“teacher-student interaction” in the sub-theme of “developing professional communication.” While the most emphasized codes under the "professional attitude and value" theme were "providing professional motivation" (f=6) and "sustainability" (f=6), the least emphasized code was "teacher-student interaction" (f=1). The statements of the teacher candidates from whom the codes were obtained are given below.

Table 3

Findings Related to Professional Attitude and Value Theme

Theme	Sub-themes	Codes	f
Professional attitude and value	Professional commitment		9
		Providing professional motivation	6
		Developing professional self-confidence	3
	Raising awareness of recycling	Sustainability	6
	Developing professional communication	Teacher-student interaction	1

Hümeýra, one of the teacher candidates, expressed her views about providing professional motivation as “*Pinterest has a good educational aspect. For example, there are a lot of various posts that will relieve people psychologically. Let me tell you about my field. We generally focus on motivating children in schools. We can find many good words, videos and images about motivation.*”

Münevver, one of the teacher candidates, expressed her views about developing professional self-confidence as “*It gives you a little more self-confidence. You start trying to do the same thing using different techniques, thinking, “I can do it too. Why can't I come up with this idea?”*

İlayda, one of the teacher candidates, expressed her views about sustainability as “*I think Pinterest helps more in rural schools because you don't have many opportunities in rural schools. I need to extract a material from practical and recycled products that is not too costly for me. For this, there are very good examples on Pinterest in the recycling section. I used them often.*”

Hakan, one of the teacher candidates, expressed his views about teacher-student interaction as “*There are really a lot of good examples of student interaction. The main purpose of a teacher is to make the student active, to make the student question, to think and to research. We can see them on Pinterest as well. In other words, in the model we were used to in the past, the teacher would draw and explain something on the board or make a presentation while the student was sitting in the classroom. Instead, we usually provide an education where the student is more active and the student is more at the forefront of activities and materials. You can't provide any other kind of education through Pinterest anyway. You cannot provide an education where students are not active.*”

4. Results, Discussion and Recommendations

This section discusses the findings under the three identified themes, integrating them with existing literature to address the contributions of Pinterest to teacher candidates’ professional preparation. The discussion is grounded in the data, focusing on frequencies, participant statements, and their implications for pedagogical formation, digital literacy, and instructional design in teacher education. Comparisons with prior studies highlight similarities and differences, exploring underlying reasons such as sample characteristics, cultural context, and platform-specific affordances. Each theme is analyzed with respect to its alignment with technological pedagogical content knowledge (TPACK) to elucidate how Pinterest supports the integration of technology, pedagogy, and content in pre-service teacher training (Koehler et al., 2022).

4.1 Pre-vocational Training Theme

The findings indicate that Pinterest primarily supports pre-vocational training through providing background information ($f=16$, "being informative/educative") and aiding in course material preparation ($f=11$), with additional contributions to vocational vision ($f=11$) and academic success ($f=4$). Participants, such as Esma, emphasized Pinterest's role in accessing innovative educational ideas, which enhances informational access beyond traditional platforms like textbooks or institutional resources.

4.1.1 Background Information and Digital Literacy

The high frequency of "being informative/educative" ($f=16$) aligns with studies on social media in education, where platforms like Pinterest foster knowledge accumulation (Akyüz et al., 2012; Kocadere & Aşkar, 2013; Yu et al., 2022). This finding reflects Pinterest's role in enhancing digital literacy, as teacher candidates curate and evaluate visual resources to build pedagogical content knowledge (Coiro et al., 2023). The platform's visual interface encourages selective content engagement, which is critical for developing critical digital literacy skills (Mavridi, 2024). The prominence of this code may stem from the sample's familiarity with digital tools, as Turkish pre-service teachers are increasingly exposed to technology in their training programs (Kaya et al., 2021). Unlike Rutherford (2010), who noted social media's varied impact on academic success due to cognitive overload, this study's lower emphasis on exam preparation ($f=4$) suggests Pinterest's visual focus prioritizes creative exploration over rote learning. This difference is likely due to the Turkish educational context, where pre-service teachers are evaluated more on practical applications (e.g., lesson planning) than theoretical exams, as evidenced by Esma's preference for Pinterest over less educationally relevant platforms like Instagram.

4.1.2 Course Material Preparation and Vocational Vision

The sub-theme of course material preparation ($f=11$), exemplified by Elanur's statement on creating visually appealing presentations, underscores Pinterest's role in instructional design. By enabling teacher candidates to design engaging materials, Pinterest supports the technological component of TPACK, integrating digital tools into pedagogical practice (Koehler et al., 2022). The platform's affordances, such as curated boards, allow candidates to visualize and organize teaching resources, fostering a practical approach to pedagogical formation (Yi, 2021). Similarly, the "vocational imagination" code ($f=11$, e.g., Sevgi's comment on developing imagination through children's book drawings) suggests Pinterest enhances pre-service teachers' ability to envision creative teaching strategies, aligning with Karakoyun (2015) and Karataş & Han (2022), who link vocational vision to professional success. This may be particularly pronounced in this study due to the visual nature of Pinterest, which stimulates creative thinking more effectively than text-heavy platforms, as noted by participants' preference for visual inspiration over traditional resources.

4.2 Using in the Profession Theme

Under this theme, Pinterest's utility in professional practice is evident in preparing course materials ($f=24$, highest in "preparing an educational model" at $f=16$), getting educational ideas ($f=26$), leveraging rich content ($f=26$), and developing activities ($f=17$). Hakan's statement highlights how Pinterest provides ideas for activities and materials, fostering readiness for student-centered lessons.

4.2.1 Course Material Preparation and Instructional Design

The emphasis on "preparing an educational model" ($f=16$) resonates with literature on social media's role in instructional design, where Pinterest aids material curation and activity development (Pearce & Learmonth, 2013; Grootenboer et al., 2021). Hakan's focus on feeling "ready" with diverse materials suggests Pinterest supports pedagogical formation by enabling teacher candidates to translate

theoretical knowledge into practical applications, a core component of TPACK (Koehler et al., 2022). The platform's curated content allows candidates to adapt materials to specific classroom contexts, enhancing their instructional design skills (Torphy & Drake, 2024). Compared to Borysiuk (2013) and Gess-Newsome et al. (2019), who link material use to student achievement, this study's findings indicate Pinterest's accessibility reduces barriers for novice teachers, particularly in resource-scarce settings. The high frequency of material-related codes may reflect the Turkish teacher education system's emphasis on practical teaching skills, as candidates are trained to create tangible classroom resources (İnel & Sezer, 2017).

4.2.2 Educational Ideas and Rich Content

The sub-theme of "getting educational ideas" (f=26), with codes like "designing course materials" (f=13), highlights Pinterest's role in fostering innovative teaching strategies. This aligns with Greenhow & Lewin (2021), who argue that social media platforms expand learning networks by connecting teachers to global resources, enhancing digital literacy through collaborative curation. The platform's rich content (f=26, e.g., Mustafa's mention of diverse visual content) supports this by offering varied resources, unlike text-centric platforms like Facebook (Kırksekiz, 2013). The lower frequencies for specialized codes (e.g., "artistic activity" at f=1) suggest limitations in depth, possibly due to varying digital literacy levels among participants (Al Lily et al., 2023). This variation may be attributed to the sample's mixed exposure to advanced digital tools, as some candidates may lack training in leveraging Pinterest for complex instructional design, unlike more experienced teachers in studies like Torphy & Drake (2024).

4.3 Professional Attitudes and Values Theme

The theme reveals Pinterest's influence on professional commitment (f=9, with "providing professional motivation" at f=6), sustainability awareness (f=6), and communication (f=1). Participants like Hümeyra noted motivational content for students, while İlayda highlighted recycling ideas for rural settings.

4.3.1 Professional Commitment and Motivation

The prominence of "providing professional motivation" (f=6) supports literature on social media's role in fostering positive attitudes (Abu-Sharbain & Tan, 2012; Gülşen & Seyratlı, 2014). Hümeyra's emphasis on motivational content indicates Pinterest enhances pedagogical formation by reinforcing teacher candidates' emotional engagement with the profession, a key factor in TPACK's affective domain (Koehler et al., 2022). The platform's visual emphasis, as noted by Hunter & Hall (2018), makes motivational resources more accessible than on text-heavy platforms. The high motivation frequency may be linked to the Turkish context, where pre-service teachers face high-stakes certification exams, increasing their reliance on inspirational resources to sustain professional commitment.

4.3.2 Sustainability and Communication

The equal emphasis on sustainability (f=6, e.g., İlayda's recycling examples) ties into digital literacy, as curating eco-friendly materials promotes ethical pedagogical formation (Coiro et al., 2023; United Nations, 2023). This finding is particularly relevant in rural Turkish schools, where resource constraints necessitate creative, low-cost solutions, as İlayda's statement suggests. Pinterest's role here aligns with Mavridi (2024), who highlights social media's potential to foster sustainable teaching practices through shared knowledge. The low frequency of "teacher-student interaction" (f=1) contrasts with Amadi & Paul (2017), likely due to Pinterest's pre-update lack of messaging features (Pinterest, 2025). This limitation suggests Pinterest is better suited for content-driven pedagogical tasks than direct

communication, unlike platforms designed for interaction (Keasberry, 2018). The low frequency may also reflect the sample's focus on material preparation over interactive strategies, possibly due to limited training in digital communication tools.

In conclusion, Pinterest significantly enhances pre-service teachers' training, professional practice, and attitudes by supporting digital literacy, instructional design, and pedagogical formation. The platform's visual affordances align with TPACK, enabling candidates to integrate technology into teaching effectively, though limitations in depth suggest a need for structured training. Recommendations include integrating Pinterest into teacher education curricula through workshops on digital curation, developing mixed-methods studies to validate findings across contexts, and creating Pinterest-specific assessment tools to measure usage impact. Future research should explore how cultural and institutional factors influence Pinterest's adoption in teacher training, particularly in resource-constrained settings.

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