

# Classroom Salon Training

Classroom Salon

Carnegie Mellon University

Classroom-salon@andrew.cmu.edu

**Description:** Classroom Salon is a platform that allows teachers to design their course material around course tasks. The tasks are typically designed based on outcomes and learning objectives. Unlike a standard Course Management System (CMS) where courses are designed based on components where documents live in their own spaces (in lecture folder, in assignment folder, in discussion area etc), Salon **integrates the document + all interactions** into one place. This allows us to know, exactly what content students are looking at, have questions about etc. But Salon can also be used in conjunction with CMS, as Salon **document links** can be placed on any CMS or course webpage.

In this workshop we will discuss how to set up a salon class, design in and out of class activities that will encourage social learning. Most of the workshop will be customized to attendee needs.

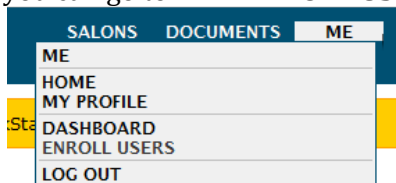
## PART 1 – LEARNING HOW TO SET UP CLASSROOM SALON

### TASK 1- SETTING YOUR SELF ON SALON

- Teachers self-create an account using the invite code “sf” (no quotes) or alternatively use “popcity”. Use any email address and passwd (this can be changed anytime from my profile). *If your school would like a special code for all teachers and students, please let us know.*
- Login. Go to **My Profile**. Upload a picture to represent yourself (any jpeg would do. Typically you can search google for your image or an avatar). Save Profile.

### TASK 2- GETTING STUDENTS TO REGISTER FOR A SALON ACCOUNT

- There are two ways to get students registered on Salon. The easiest way is to share the invite code for your institution (or generic code: popcity) with the students and ask them to self-register at <http://classroomsalon.org>.
- The alternative is for you to request a **teacher** account. If you have a teacher account, you can go to **ME->ENROLL USERS** as shown in Figure 1.



AND either import a csv file (excel sheet) with student information and bulk add students. You can also enter one student at a time. Your IT administrator can assist you with this task.

The image shows two side-by-side screenshots of a web interface. The left screenshot is titled 'BULK ADD STUDENTS' and contains instructions for creating a spreadsheet with columns for Name, Email Address, and Password. It includes a 'Browse...' button and an 'Upload »' button. The right screenshot is titled 'ENROLL STUDENT' and features input fields for Name, Email, and Password, along with an 'Active?' dropdown menu set to 'Yes' and a blue 'save' button.

**FIGURE 1**

## **TASK 2- CREATING A SALON AND INVITING STUDENTS TO JOIN**

A Salon is a place where students meet other students and the teacher meet students. You can also think of Salon as an interactive forum around a common interest. You can have several models of salon implementation in class. Here is an example of creating one salon for the entire class. You name it appropriately (course\_number\_semester\_purpose) so that you and your students can easily find it by searching

- Create a Salon for the entire Class as shown in Figure 2. Give it a name so students can easily search and find it. Keep it a public salon or make it an invitation only salon (any document placed in this salon can only be accessed by members of the salon)

The image shows a 'CLASSROOM SALON' interface. On the left, under 'QUICKSTART', there are links for 'Choose an Activity:', 'Create a Document »', 'Join a Salon »', 'Start a Salon »', and 'Edit your Profile »'. A large blue arrow points from these options to the right. The right side shows the 'CREATE A SALON' form with fields for 'Salon Name' (filled with '15-122F11 - Introduction to Something'), 'Salon Description' (filled with 'We will discuss introduction to something in this salon'), and 'Salon Access' (radio buttons for '(default) Anybody can join this Salon.' and 'Nobody can join this Salon without your approval. You will be notified of requests to join via email.'). A blue 'create »' button is at the bottom right.

**FIGURE 2**

- Share the Salon link with students as shown in Figure 3. Click on My Salons from home page, choose the Salon you want to share, find the Salon link and send it as an email attachment to students.

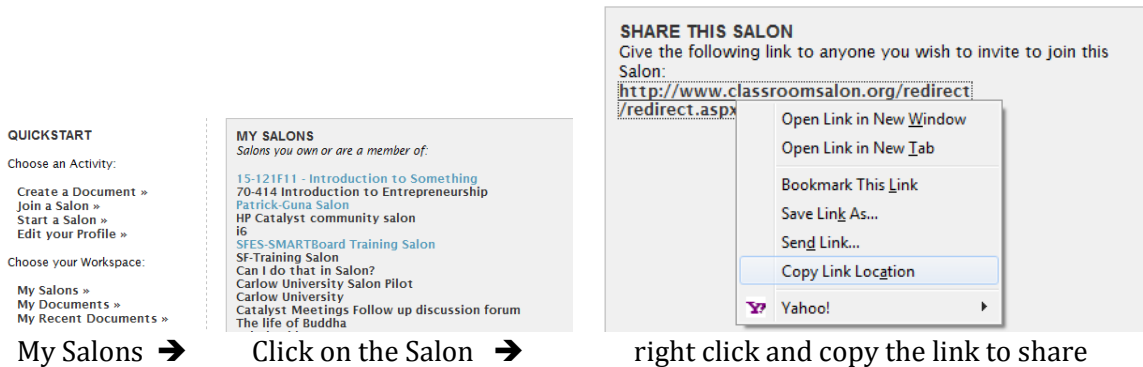


FIGURE 3

- Students login to salon, open email and click on the link, and click on join as shown in Figure 4.

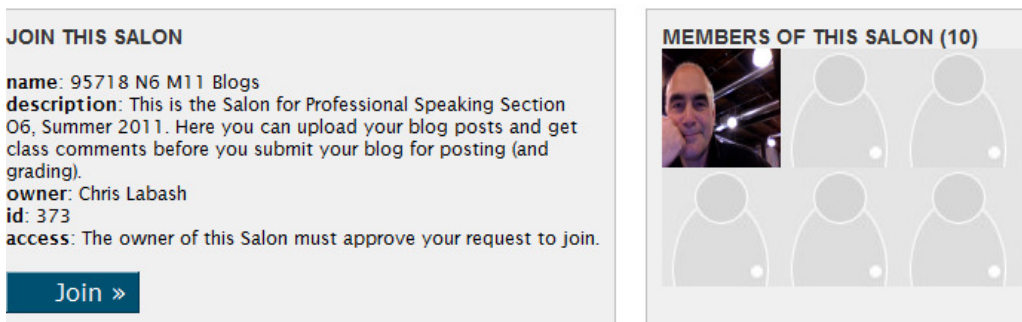


FIGURE 4

- If the salon is **private**, you will get a notification email and you will have to approve it by clicking on the message
- If the salon is **public** the student is placed in salon with no further verification.

### TASK 3- MANAGING USERS IN SALONS

You can allow/authorize/remove members of a Salon at any time. This is like managing a class. To manage users in a Salon, click on my Salons, find the Salon you want to manage and then authorize or remove members anytime as shown in Figure 5.

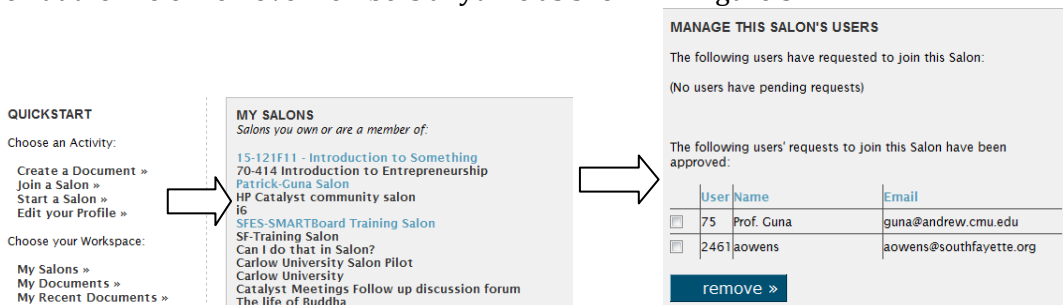


FIGURE 5

## **TASK 4- UPLOADING A DOCUMENT**

Salon is about documents. We define a document as any piece of content. It can be as short as a paragraph (or few questions) or as long as a textbook. There is NO discussion, if there is NO document. So document or content is fundamental to creating a salon activity. The novelty of Salon is document and its interpretation live in the same space.

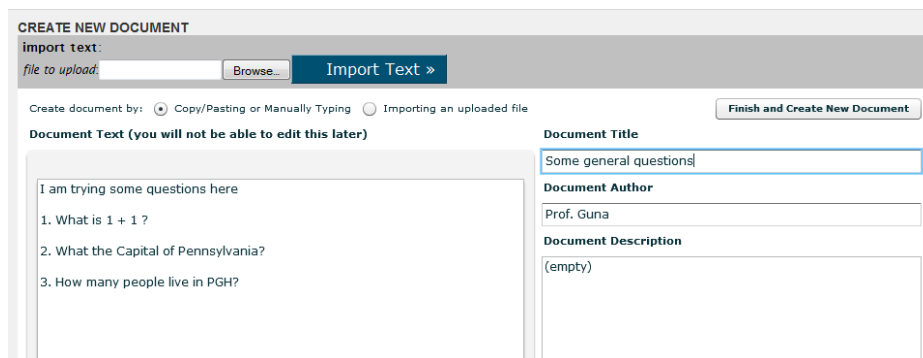
*To upload a document*

- Click on create a document;
- Then type, cut and paste or import a word document as shown in Figure 6.

### **QUICKSTART**

Choose an Activity:

Create a Document »  
Join a Salon »  
Start a Salon »  
Edit your Profile »



Type/cut and paste content into document and save

OR

### **Upload a word document**



**FIGURE 6**

Change font, create web links to external content (select text and in the http:// box below, type the URL). (IMPORTANT: The current version of Classroom Salon does not support images (this is coming soon). So for now, you can link images from the web (find URL) or link formatted documents) as shown in Figure 7.. Your IT support can help here.

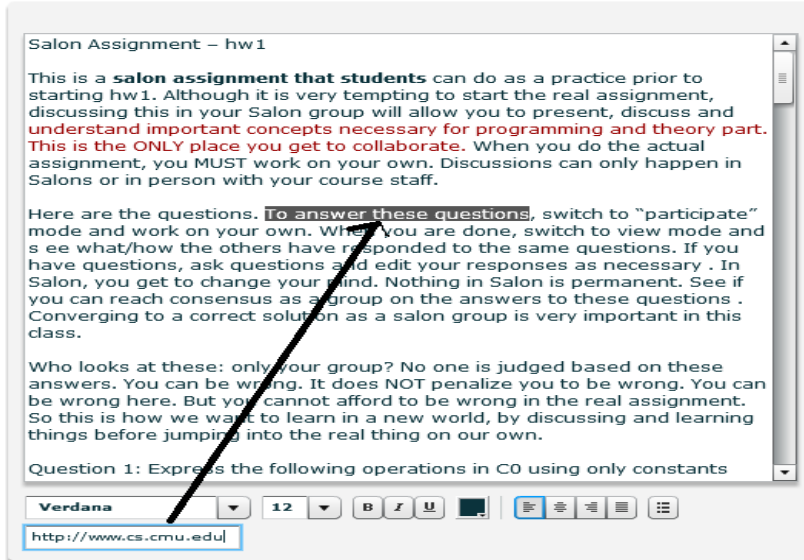


FIGURE 7

**IMPORTANT:** Salon does not allow editing documents once committed. This is to avoid the author changing document content in the middle of the annotation process. Therefore, salon treats documents committed as “Static” (cannot change). However, if you want to modify the document (before starting annotation process), simply create a new document, cut and paste content from the old document, edit and save the new document. Then delete the old document. This process is quite easy once you get used to it. You may go through few iterations of the document content before committing it to a Salon.

### **TASK 5 – MANAGING THE DOCUMENT FROM YOUR REPOSITORY**

Once a document is added to Salon, it will be under “My Documents”. You have not committed this document to a Salon yet. In the following example, you see that only one document was committed to a Salon as shown in Figure 8.. Others [documents that say add to a salon] are in your repository.

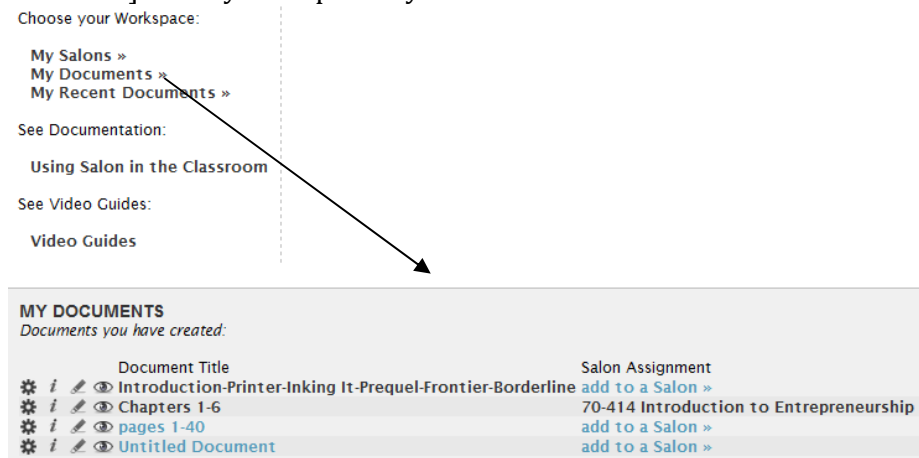
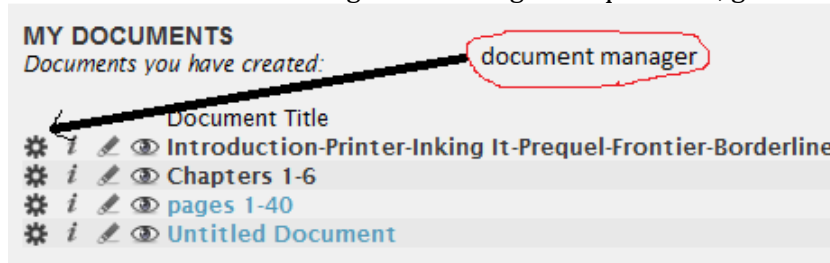


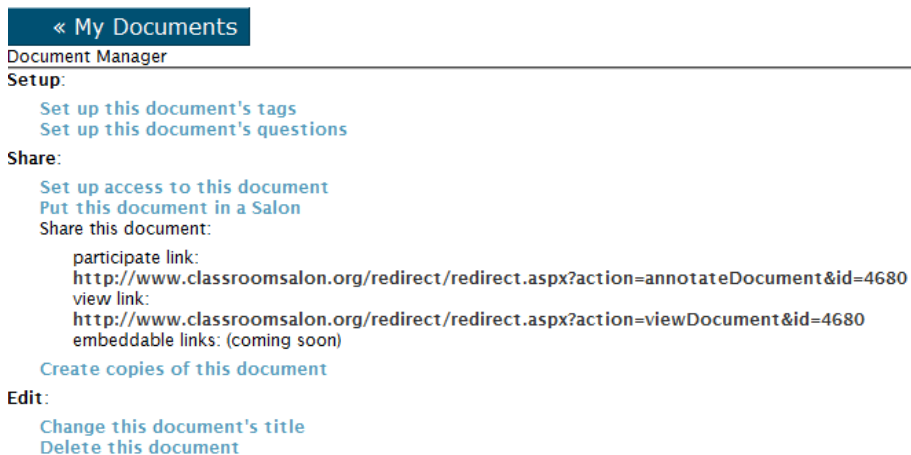
FIGURE 8

## **TASK 6 – ADDING QUESTIONS AND TAGS TO A DOCUMENT**

Tags are important part of Salon interactions. You may want readers to tag content as they read. Custom tags allow user to label content and annotations can be filtered based on tags to see the distribution of tags. To add tags and questions, go to Document Manager:



and add tags and questions:



**FIGURE 9**

From document manager, you can

1. Add tags and questions
2. Set up access dates and times (so users and can annotate and/or view others responses at specific time periods)
3. Add the document to a salon you are part of (your own salon or a salon you are a member of)
4. Share participate link or view link with students, so they can quickly go to the document (these links can be embedded in any course management system or in your course web page)
5. Create duplicate copies of the document (no annotations, but questions, tags and access will be the same as the original document. This is great, when you want to reuse the same content in another semester with no annotations or you have multiple sections of the same class). These document copies can be added to different salons.
6. Change document title anytime
7. Delete the document

### **TASK 6 – ADDING A DOCUMENT TO A SALON**

When you are ready to commit the document to a Salon, simply Click “Put this document in a Salon” and select the salon as shown below.

[« Back](#)

This document belongs to the Salon: '(not in a salon)'.

Move it to:

[« Back](#)

- Our beloved class
- Kaufer
- 70-414 Introduction to Entrepreneurship

**FIGURE 10**

### **TASK 7 – MOVING A DOCUMENT FROM ONE SALON TO ANOTHER**

Sometimes, you decide to move a document (with annotations) to another Salon. This may be because, you decided to create a new salon and decided that document fits into the new salon theme better. Or you decided that, you will carry the document (with all its annotations) to a new semester, so new students can benefit from old students collective knowledge. We are working on options, so you can just export: annotations only, annotations and users, or hot spots (with n or more users) only. This will allow you to build an annotation timeline on the document and make the document more “smarter” over time. To move a document from one Salon to another is the same process as placing the document in a Salon. Simply go to “Document manager” and Choose from a new Salon list. So here we see, document that was assigned to “Our Beloved Class” salon is now moved to 70-104 Introduction to Entrepreneurship”.

[« Back](#)

This document belongs to the Salon: '(not in a salon)'.

Move it to:

[« Back](#)

- Our beloved class
- Kaufer
- 70-414 Introduction to Entrepreneurship

**FIGURE 11**

# PART II – HOW TO USE CLASSROOM SALON (CLS) IN YOUR COURSE

## TASK 1- INTEGRATING WITH A COURSE MANAGEMENT SYSTEM (CMS) or COURSE WEB PAGE

You don't need to change any process you currently have. For example, you may be using a CMS in your class or may be using a course web page. You DO NOT need students to worry about another platform. Here is how you can integrate Salon to your course web page (integrating into a CMS like Blackboard is the same).

1. You create a Salon activity. That is, upload a document, annotate (from participate mode) and ask some questions as shown in Figure 12. Now the students know exactly where you want them to focus on.

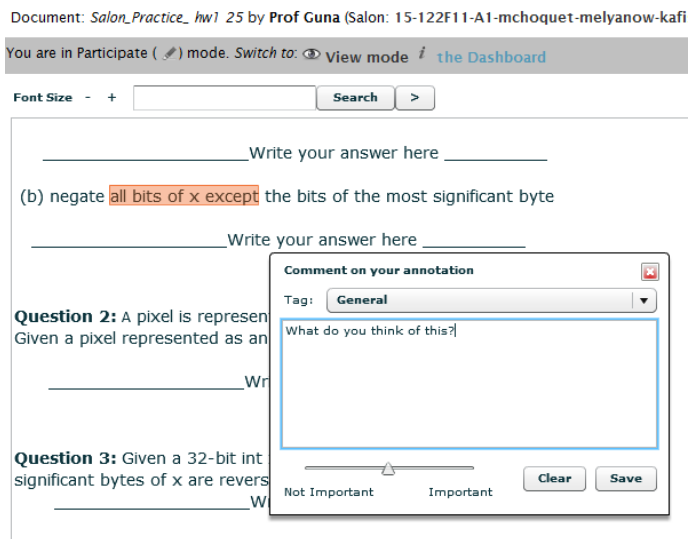


FIGURE 12

2. You click on "share this document" (upper right side) copy the link (as shown in Figure 13) and embed the link into any web page

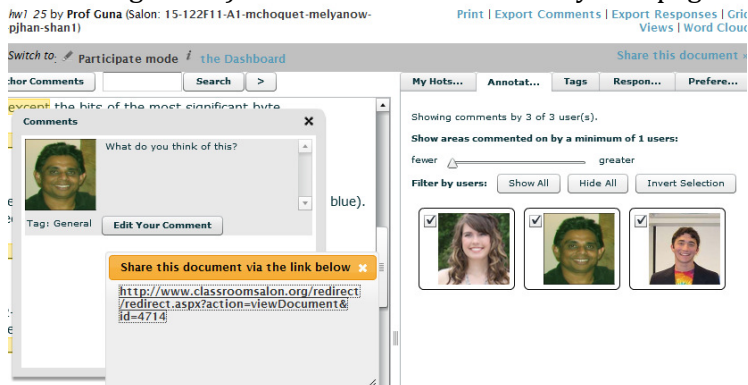
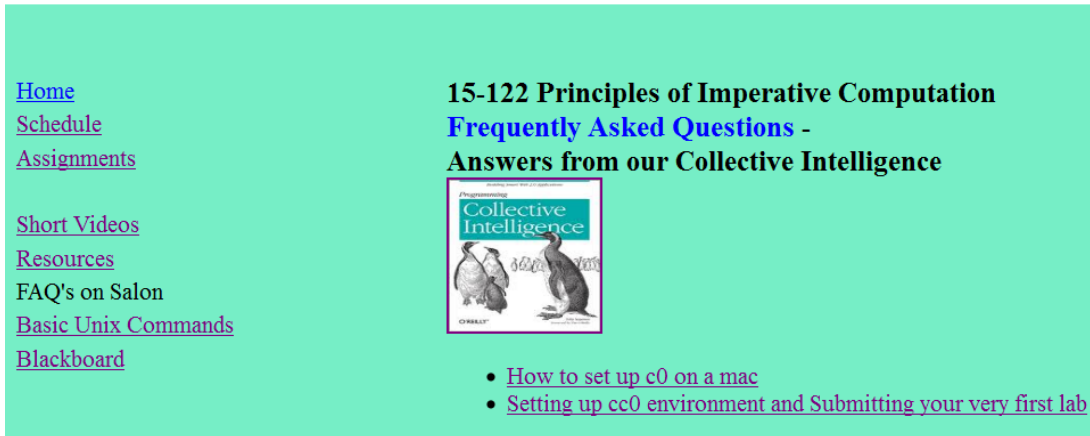


FIGURE 13

- Figure 14 shows how salon document links look like in a web page. This is an example of setting up a FAQ page with Salon document links (external web links) as part of a course web page. When students click on one of the links (say how to set up c0 on a mac), it opens the salon document. This is a great way to collect all related document links in one page.



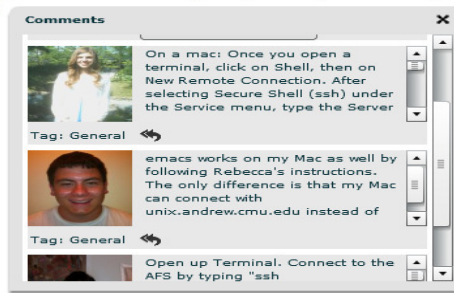
**FIGURE 14**

- Clicking on one of the salon document links above, opens a page as shown in Figure 15 . **Why is this important?** Now a question, that would have generated a number of discussion threads on a discussion forum (some redundant may be), now has only the specific places annotated and discussed. This conversation about how to setup c0 on a mac “cannot” happen anywhere else. If we see this question again in a discussion forum, we simply, post a link to the document. Students DO NOT have to be registered salon users to view a link (if you share the link with them)

the file and exit emacs. For this time only, you can have the system run this resource file diately by entering the following at the Linux prompt in your terminal window:

```
e .cshrc
```

you had trouble before, but if you were able to successfully setup emacs please tell us you did it. This will help everyone.



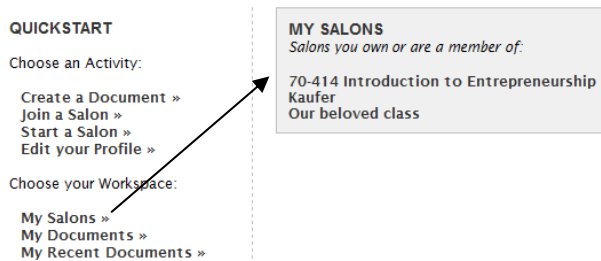
**FIGURE 15**

- The same technique can be used with any type of document. You can link your lecture documents, assignment documents, question documents, homework documents etc.. as Salon links (in the example above we are showing how FAQ's are Salon documents). Now your students with access to your Salon (assuming documents were added to salon, and can only be accessed by authorized users of Salon) can always annotate and comment on your course documents. You can keep track of student interactions and see which documents need to be clarified.

## **TASK 2- USING SALON IN YOUR COURSE AS A STAND ALONE PLATFORM**

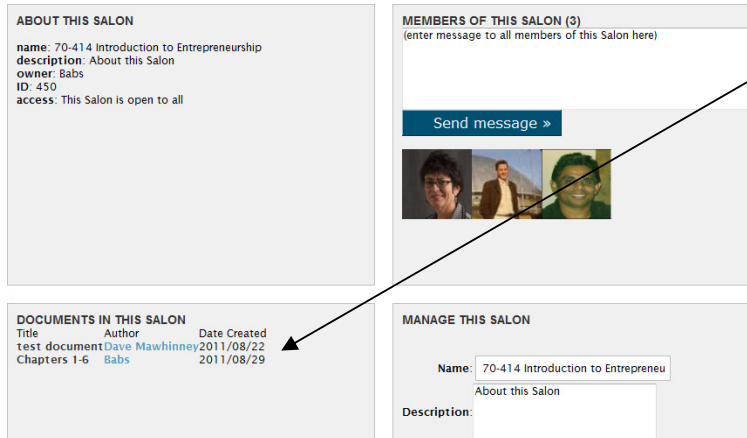
If you do not have a CMS, course web page and/or would like to use Salon independently, then we suggest the following.

1. Create multiple Salons for different purposes (with suggested titles)
  - a. Reading Salon : 15-122F11-Readings
  - b. Lecture Salon: 15-122F11-Lectures
  - c. Assignment Salon: 15-122F11-Assignments
  - d. Homework Salon: 15-122F11-Homeworks
2. Invite Students to join these Salons by Sharing the link to Join (See Part I – task II)
3. Once Students join the Salon, they can access all of your course Salons and related documents from their Salon home by clicking “My Salons” as shown in Figure 16.



**FIGURE 16**

4. When students click on a Salon name, they will be able to find all documents



**FIGURE 17**

5. Click on a document, they can find all interactions

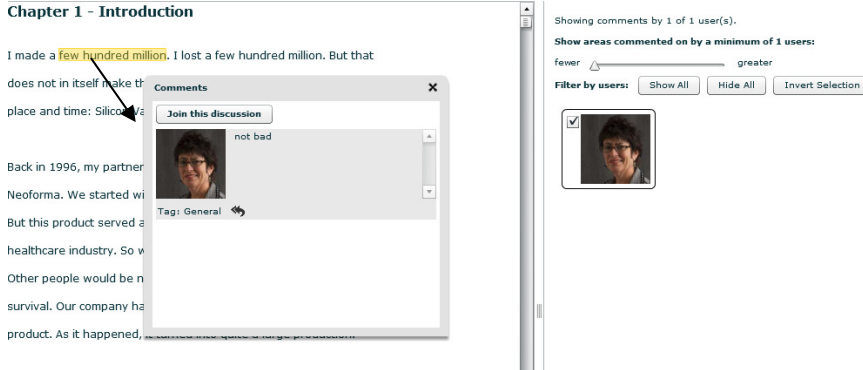


FIGURE 18

6. Students can respond/join the discussion by clicking on "Join the discussion"

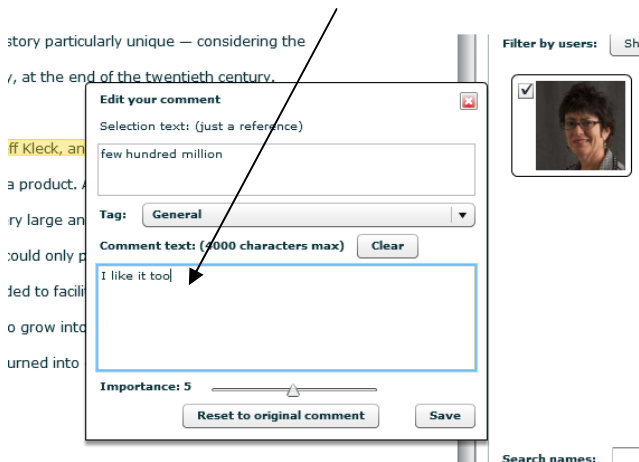
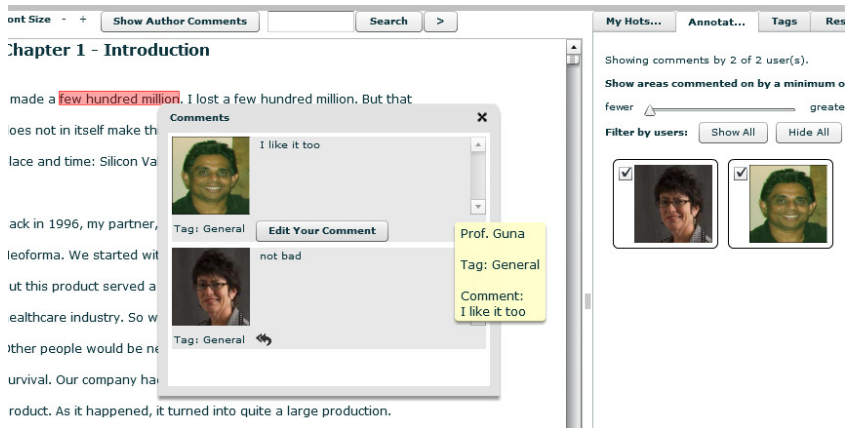


FIGURE 19

7. Once they save and refresh the screen, student had become part of the conversation as shown in Figure 20.



**FIGURE 20**

How to use Classroom Salon in your course is up to you. It is a generic platform where you provide your own content and pedagogy. You can do pretty much anything around documents. You can merge all conversations into one place and find students who are most active in your course. Each person sees Classroom Salon in their own way. That is a good thing! We cannot tell you how to use it. But we give you the most flexible, reliable and easy to use tool set, that pretty much allows you to accomplish any task with just a few clicks. Classroom Salon is designed and developed by faculty like you. We understand the faculty workflow and we came up with a tool that does some amazing things around all course documents.

## **PART III – LEARNING ABOUT YOUR STUDENTS (ANALYTICS)**

Providing student analytics is a major goal of the Classroom Salon project. As teachers, we need to “get to know” our students. Even the most quietist students in your class may have something important to say. Typically, teachers have not been able to understand students (who don’t come to office hours or don’t speak in class) well using standard methods. Classroom Salon provides multiple levels of analytics on individual students and groups. Some of these features are already integrated into Salon and some are on the way and will be available shortly.

### **TASK 1- Understanding What a student (or a group doing in a document)**

- First we find the document we are interested in and isolate the student activity by hiding all annotations except the student we are interested in as shown in Figure 21. This only shows the annotations of that particular student. This allows you to focus on one student at a time (if necessary)



FIGURE 21

If you'd like to see how a student's reponses compares to your own thinking, you can isolate yourself and the student and compare the annotations. In the figure 21 below, you can compare two users. This can also be extended to any number of users to see where they overlap.

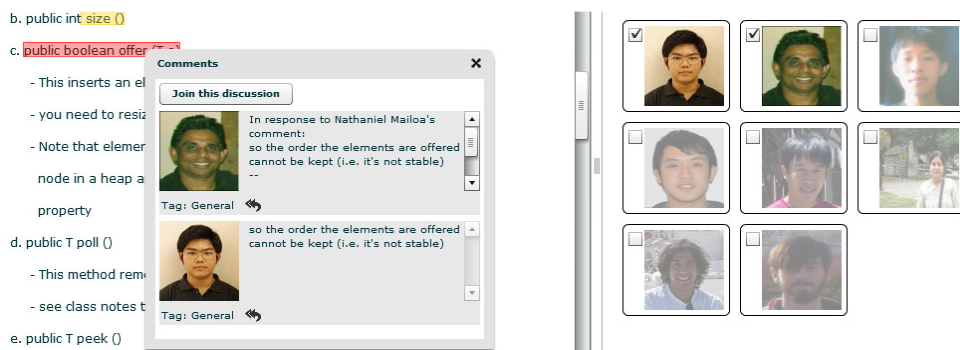


FIGURE 22

There are a number of other filtering options available from view mode that you can use.

### **TASK 2- LOOKING AT STUDENT RESPONSES TO GLOBAL QUESTIONS**

Another important way to find out what students are doing is to read the responses they provided to global questions (questions that will be answered by using information from multiple places). An example of a global response is shown in Figure 23. In the view mode, using responses button you can see responses given by students to one question or use the drop down menu to look at responses to other questions.

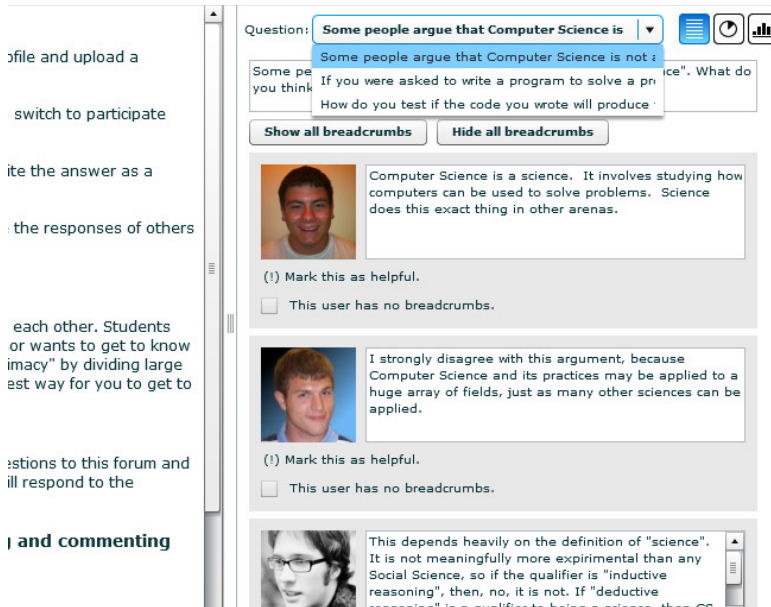


FIGURE 23

The drop down menu allows teachers (and students) to look at others responses and compare them. It is also possible some student may have highlighted text from the reading (which we call breadcrumbs) to support their responses. This will allow instructor to select one (or more) student and see where they have highlighted in response to the question. If a student (or instructor) finds that response helpful, "mark this as helpful" will give students valuable votes that can be looked at from the dashboard.

### TASK 3- GETTING ALL STUDENT RESPONSES IN ONE PLACE

By clicking on the "Grid View" instructor can also see all student responses to all global questions in one place as follows.

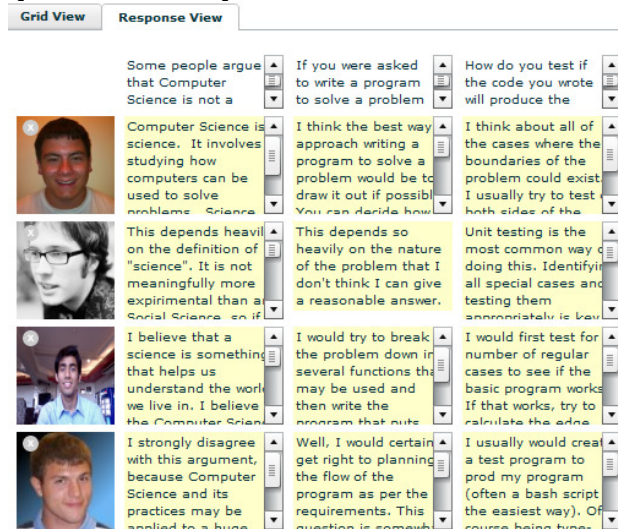


FIGURE 24

So if a student has NOT provided an answer to a specific question, it will be clear.

#### **TASK 4- GETTING A PRINTABLE VIEW OF RESPONSES**

Sometimes, it is easier to see all responses to a question in one place just as text. In order to do this click “print” and scroll to the bottom of the document to see all responses to all questions in one place (this is great for easy grading).

##### **Question 1**

How do you test if the code you wrote will produce the correct output in all cases? Do you have a strategy?

---

- **Dylan Corwin:** I think about all of the cases where the boundaries of the problem could exist. I usually try to test on both sides of the edge cases and the edge cases themselves.
  - **Alex Franchuk:** I usually would create a test program to prod my program (often a bash script is the easiest way). Of course being type-safe (when needed) and always having a condition for any values returned from functions is the safe way to code for all inputs/outputs.
  - **Sam Haskins:** Unit testing is the most common way of doing this. Identifying all special cases and testing them appropriately is key. If the code's purpose is not well defined, this is impossible. To be testable, it needs to have well-defined operation, and one needs to test all potentially tricky edge cases.
  - **Vishalsai Daswani:** I would first test for a number of regular cases to see if the basic program works. If that works, try to calculate the edge cases and check if that works. If only the edge cases don't work, then perhaps tweak the program to account for it.
- 

##### **Question 2**

If you were asked to write a program to solve a problem (or as part of an assignment), what is the best way to approach this?

---

- **Dylan Corwin:** I think the best way to approach writing a program to solve a problem would be to draw it out if possible. You can decide how your program is to handle certain test cases and edge cases. This helps to draw the code out of the diagrams rather than just trying to force it out by trying to write it first.
- **Alex Franchuk:** Well, I would certainly get right to planning the flow of the program as per

#### **FIGURE 25**

#### **TASK 5- LOOKING AT THE DASHBOARD**

Dashboard is one of the best analytics tools in Salon. A dashboard is defined per document in the current salon. We are working on developing dashboards per salon, per user etc. Click on the dashboard icon from any document to see the dashboard.

You are in View (👁️) mode. Switch to:  Participate mode  the Dashboard

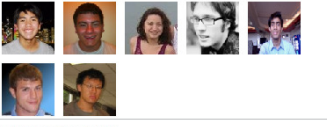
## 5.1 The dashboard shows the following summarized view of document activities.

Title: Getting To Know You through Salon 14 Description: (empty) Author(s): Prof Guna Uploaded By: Prof Guna (id: 2900) Uploaded On: 8/25/2011 12:25:23 AM

Filters: Commenters Responders Tags Time

show all hide all

Commenting users (7):



Hidden commenters (0):

Text:

Statistics: Activity Comments Responses Helpful Votes

- Sep 1 2011 7:30 PM: Joseph commented on the text.
- Sep 1 2011 7:30 PM: Joseph commented on the text.
- Sep 1 2011 7:30 PM: Joseph commented on the text.
- Sep 1 2011 7:29 PM: Joseph commented on the text.
- Sep 1 2011 7:24 PM: Joseph commented on the text.
- Aug 29 2011 12:10 PM: Vishalsai Daswani commented on the text.
- Aug 29 2011 12:09 PM: Vishalsai Daswani commented on the text.
- Aug 29 2011 12:08 PM: Vishalsai Daswani commented on the text.
- Aug 29 2011 12:00 AM: Vishalsai Daswani responded to question 2847
- Aug 29 2011 12:00 AM: Vishalsai Daswani responded to question 2848
- Aug 29 2011 12:00 AM: Vishalsai Daswani responded to question 2846
- Aug 26 2011 6:54 PM: Sam Haskins commented on the text.
- Aug 26 2011 6:53 PM: Sam Haskins commented on the text.
- Aug 26 2011 6:52 PM: Sam Haskins commented on the text.
- Aug 26 2011 2:19 PM: Alex Franchuk commented on the text.
- Aug 26 2011 2:14 PM: Alex Franchuk commented on the text.
- Aug 26 2011 2:12 PM: Alex Franchuk commented on the text.
- Aug 26 2011 1:45 AM: Ajda Gokcen commented on the text.


FIGURE 26

## 5.2 You can isolate a student and monitor his/her activity.


Filters: Commenters Responders Tags Time

show all hide all

Responding users (1):



Hidden responders (2):



Statistics: Activity Comments Responses Helpful Votes

- Aug 26 2011 12:00 AM: Luke Serafin responded to question 2828
  - Question: Some people argue that Computer Science is not a real "science". What
  - Response: The Latin word scientia from which the English word "science" is derived
  - Helpful Votes: 0
- Aug 26 2011 12:00 AM: Luke Serafin responded to question 2829
  - Question: If you were asked to write a program to solve a problem (or as part of a
  - Response: First, rewrite the problem or assignment in precise computer-science lan
  - Helpful Votes: 0
- Aug 26 2011 12:00 AM: Luke Serafin responded to question 2830
  - Question: How do you test if the code you wrote will produce the correct output in al
  - Response: Consider carefully what all the cases are and where boundaries between
  - Helpful Votes: 0

FIGURE 27

### 5.3 Measure student participation through dashboard. Shows comment sums per user

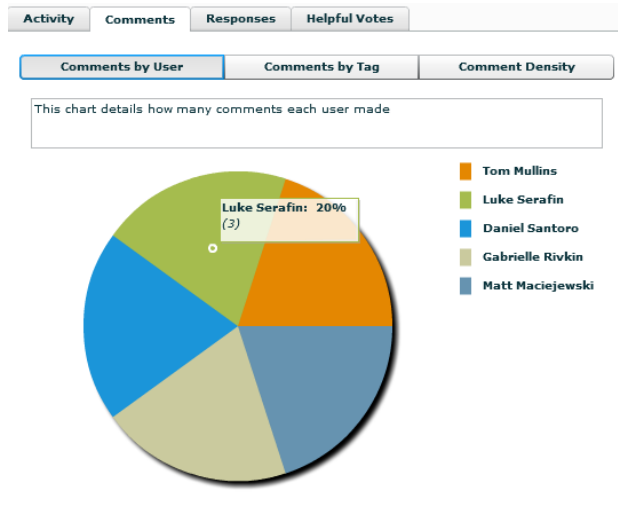


FIGURE 28

### 5.4 Measure the distribution of tags used by students.

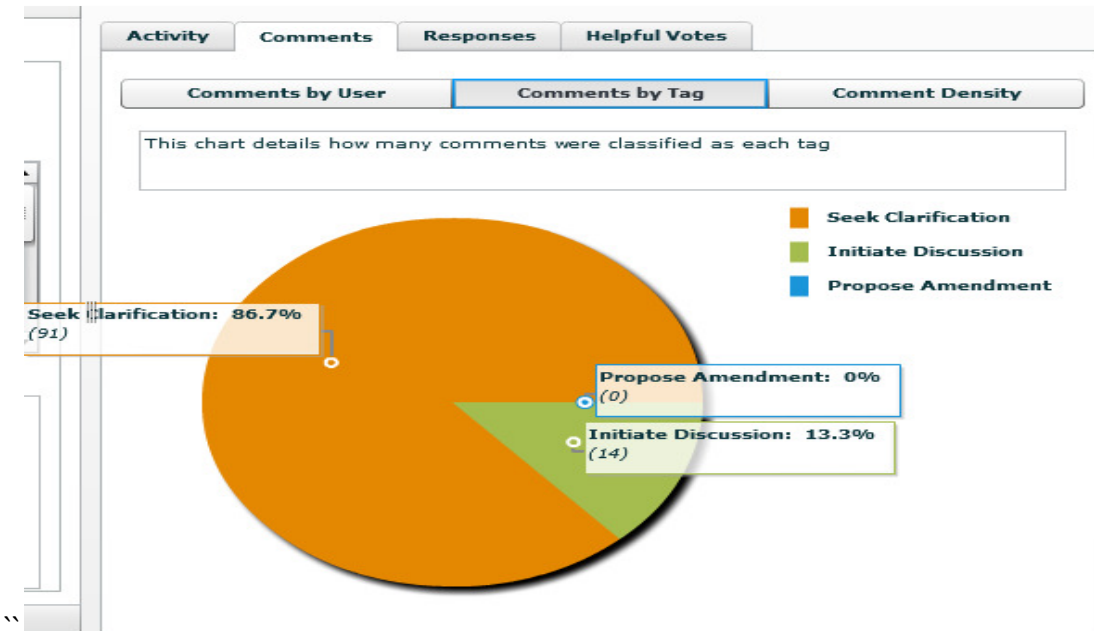


FIGURE 29

5.5 Measure the distribution comments. Identify most interesting paragraphs(x-axis - paragraph, y-axis - comments)

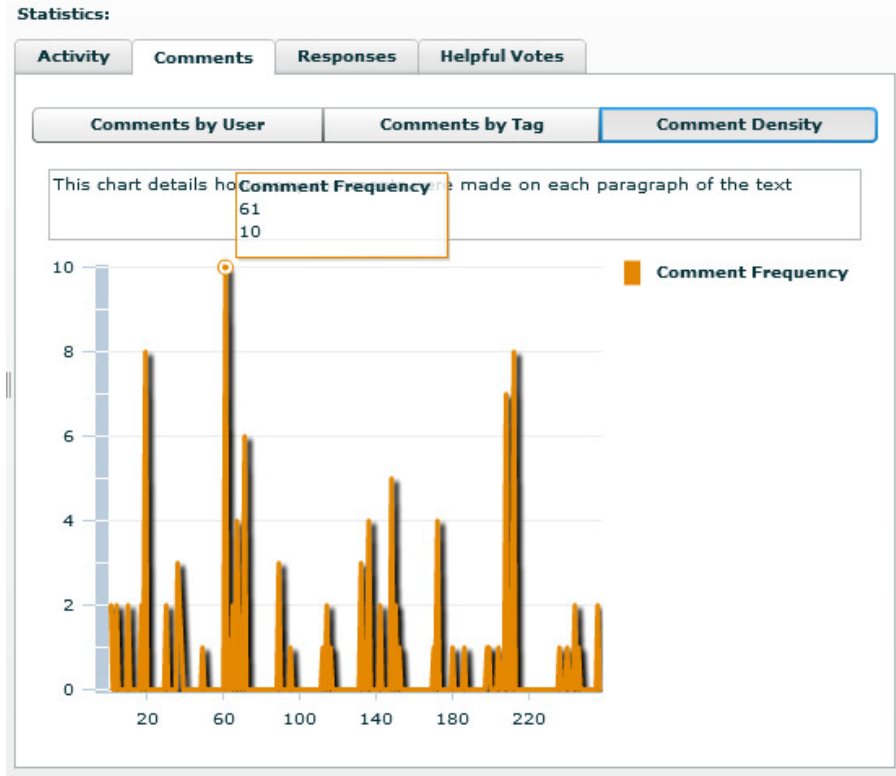


FIGURE 30

5.6 Most helpful votes shows the student influence on others

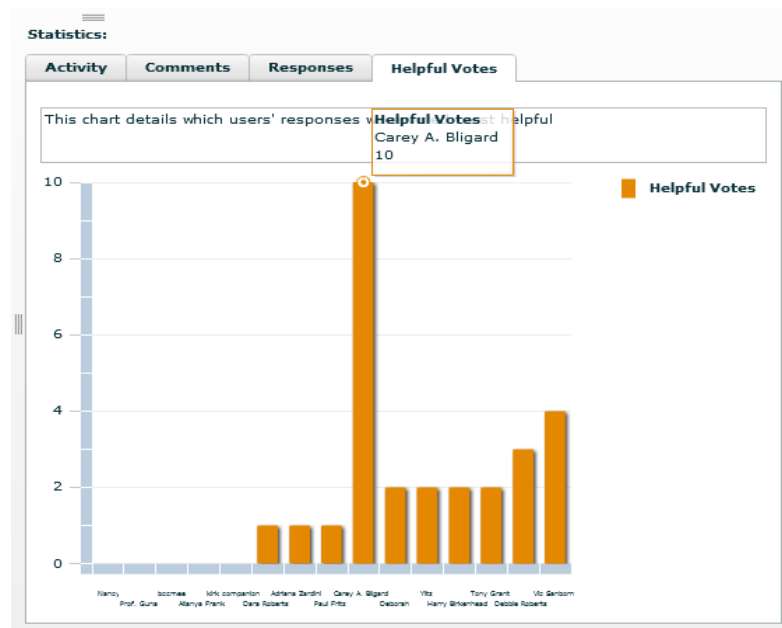
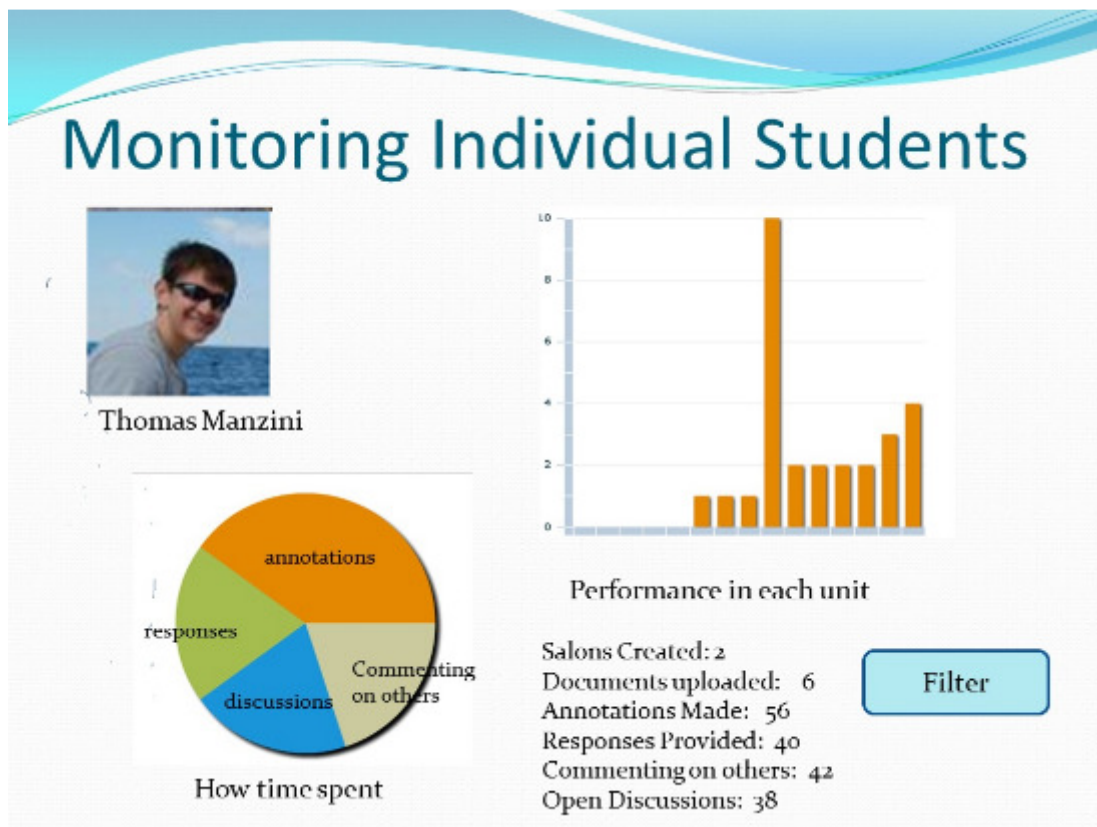


FIGURE 31

## 5.7 Understanding student's contribution the whole semester (or a part of it)



**FIGURE 32**

The analytics allows teachers to see how active and/or respected students are. Since these analytics are built over the whole semester in a continuous set of activities, teachers finally can assess students not just based on occasional tests and quizzes but based on a continuous set of participation and performance measures.

# PART IV – MAKING CLASSROOM SALON SOCIAL

Classroom Salon can be used in many different ways. It can allow students to get to know each other and follow students of influence to keep up with their activities.

**Task 1:** With the new Salon Social Feature, A Salon user is shown the news feed of those others they follow. All feeds are links to Salons and Documents to quickly find updates and information.

**QUICKSTART**

Choose an Activity:

- Create a Document »
- Join a Salon »
- Start a Salon »
- Edit my Profile »

Choose your Workspace:

- My Salons »
- My Documents »
- My Recent Documents »

See Documentation:

- Using Salon in the Classroom

See Video Guides:

- Video Guides



FIGURE 33

**Task 2:** Follow other students to keep up with their activities



FIGURE 34

**Task 3:** Find others who follow you so they get to know what you are up to. Great way for students to follow the teacher and know what teacher is working on.

---



**FIGURE 34**

# SUMMARY

What is Classroom Salon? There is no real category that we can place salon into.

- Some think of Salon as Facebook for learning.
- Others see it as Wikipedia where a Group of people in a Salon can jointly create a document using Collective Intelligence.
- Some think Salon is an ebook reading platform, where social networks can be formed around textbooks.
- Some say Salon is an easy to use annotation tool.
- Others think Salon helps critique creative work or find errors in documents or make clarifications so documents can get better.
- Some ask, is it Google Docs with better analytics and more education friendly?
- Some say, "Can it be a decision support system?" where user inputs given in the context can help teachers make important decisions
- Some think if multiple choice tests are conducted in a Salon, you can not only get the choices, but also find out why a student made that choice (right choice for the wrong reason?).

Salon combines, documents, collaboration, annotations, people, and analytics all under one platform. Salon is easy to learn, easy to use, easy to scale and free to the academic community. Because Salon supports teacher workflows well, it can be integrated easily into existing web course platforms. Using Salon to improve student interactions is no brainer. It is a new kind of learning management system, like no other before it. Possibilities are endless. You just have to look for them.