

May 7th, 3:30 PM - 4:30 PM

Introducing: Classroom Salon

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Classroom Salon

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Gunawardena, Ananda, "Introducing: Classroom Salon" (2012). *Blended Learning in the Liberal Arts Conference*. 10.
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Introducing Classroom Salon

Ananda Gunawardena

School of Computer Science

Carnegie Mellon University

Pittsburgh, PA

<http://www.classroomsalon.org>

The Team



Tone matching dictionaries
Expert humanist
Usability



Semantic similarity algorithms
Adaptive Book technologies
Scalability and performance



Alexander Cheek
Visiting Assistant Teaching
Professor of Design

Alex Cheek
Interaction design
Information design



Joanna Wolfe
Reading and Annotations

Talk outline

- Concept of social Learning
 - Theory
 - Applications
- Introducing Classroom Salon
 - concept
 - Register, join, participate
 - Results (later)
- Use cases of Classroom Salon
 - Examples
 - helping students master critical skills
 - Encouraging transparency and collaboration
 - Results
- Conclusion
 - What we are working on
 - Q & A



The concept of social Learning

What is Social Learning?

- Learning within a social context
 - In an Institution
 - In a Study group
 - Online study group
- Learning by observation
 - Observing what other's do
 - Observing what other's do not do

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."

-Albert Bandura, **Social Learning Theory**, 1977



Social Learning Theory

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."

-Albert Bandura, **Social Learning Theory**, 1977

Technologies that supports (some sort of) social Learning

- Twitter
- YouTube
- Google Docs
- Ning
- Facebook
- Discussion forums
- Blogs
- etc... etc

Each app is NOT designed for social learning. But some learning can occur. No data to support the impact on these technologies on learning

Ingredients for social learning

- Develop a Model of engagement
 - Voluntary or directed
 - Immediate/short term benefits
 - long term benefits (grade)
 - transparency

Establish benefits to student

- Important formula
 - $\text{choice} = P(\text{success}) * \text{value} - \text{cost}$
- Articulate the Impact on Grade
- Encourage Learning by observation
- Encourage Knowledge organization

Ingredients for social learning

- Encourage Transparency
 - Openness (limited privacy)
- Develop Trust
 - Through Small salons (6-10 people)
 - Encourage get to know first activities (bio)
 - Follow and become thought leaders in the learning circle (salon)

Enabling Technology

- Technology
 - Pull technology with notifications
 - Quick access to tasks thru tags, and search
 - Recommendation systems
 - Short and focused activities
 - Tasks (reading, homework..) based activities
 - web and mobile enabled (easy access)



Introducing Classroom Salon

Learning Environment

- Classroom is a community (a group/a salon)
- Special interest groups (salons) can form within communities
- Salons extends beyond the walls of the classroom (blended learning)
- Learning can happen, anytime, anywhere
- Salons must be transparent (with some privacy rights)
- Salon's must track user interactions like no other software



The Idea

integrate
context and interpretation



How?

Use documents, tags, questions, annotations and comments to design, deploy, track and analyze learning tasks

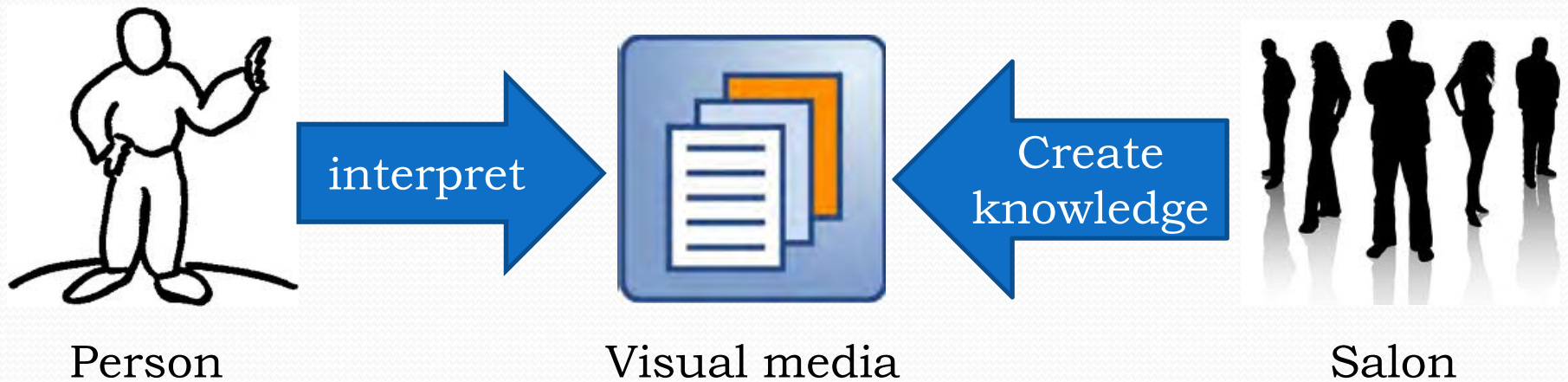


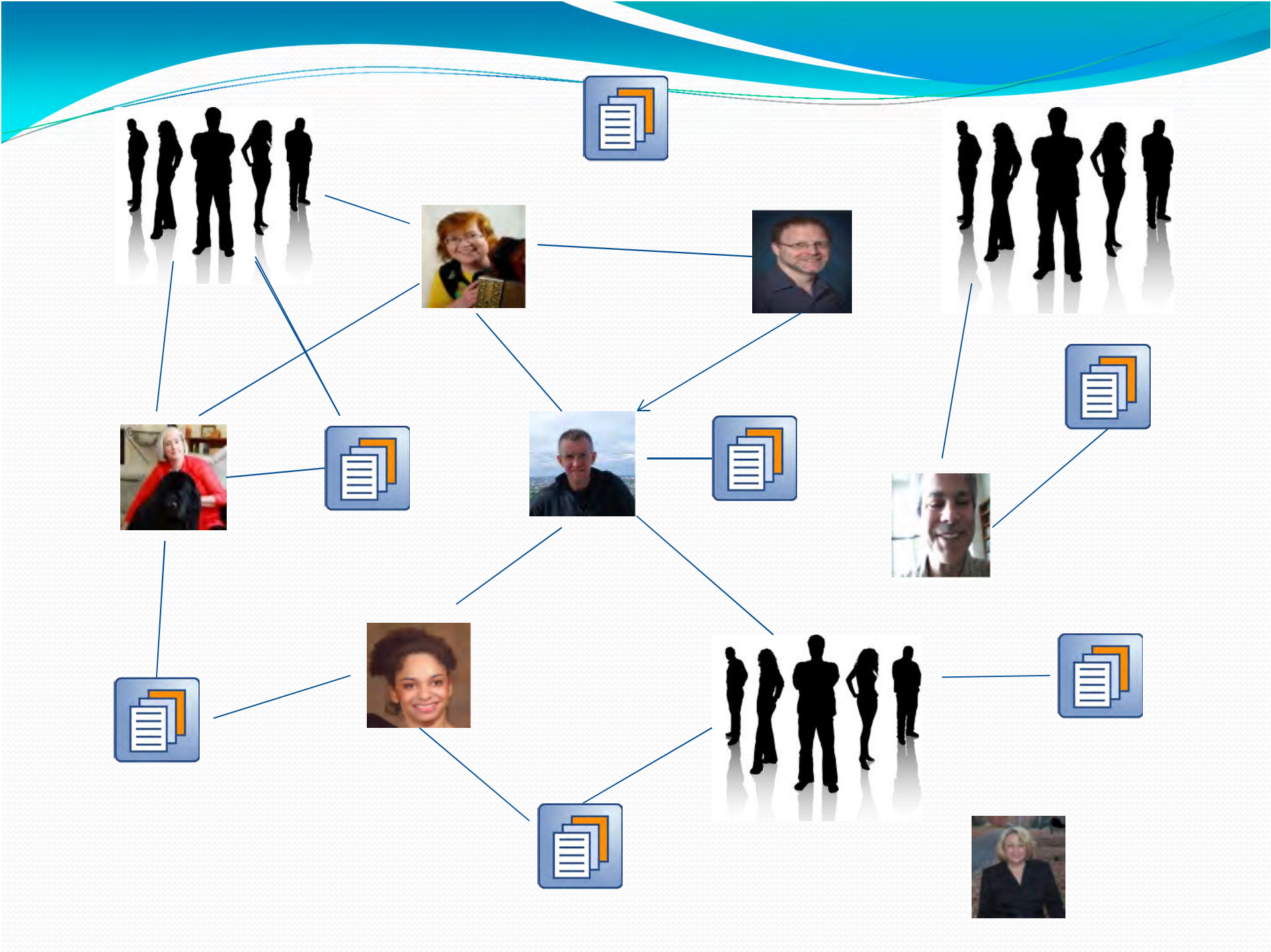
The Product

A web-based, mobile enabled learning management platform that transforms individual work like annotations and comments into dynamic communities using data aggregation, clustering and rich visualizations.

Funded by National Science Foundation, Gates Foundation, Innovation Works, Heinz Endowment, i6 innovation fund, department of Labor

Salon Abstraction







5-minute pause

Audience Participation
Set up activities

**Funded by National Science Foundation, Gates Foundation, Innovation Works, Heinz Endowment, i6 innovation fund,
department of Labor**



Use cases of Classroom Salon



Active Reading

Active and Deep Reading

Click outside the text area to manage your annotations and responses.

Font Size

Methods of **Measuring Learning Outcomes** and Value Added

Developed in 2007 by Lori Breslow, Director, Teaching and Learning Laboratory, Massachusetts Institute of Technology (lrb@mit.edu), with input from Anne Faye (Carnegie Mellon)

For each of the following areas, make a brief comment on what you are interested in/working on (choose up to 3 areas), and what measure or direct measure you use.

make a brief comment on what you are interested in/working on (choose up to 3 areas), and what measure or direct measure you use.

⊗ freshman/senior surveys

- Alumni surveys
- Graduation rates
- Number of students pursuing advanced degrees
- Grades
- Course evaluations (during the semester and end-of-semester)
- Concept questions, "muddy cards,"² and other in-class techniques
- Standardized tests of general education skills (e.g., Collegiate Learning Assessment)
- Think-aloud protocols
- Pre-post tests
- Analysis of assignments designed to test conceptual understanding (e.g., concept maps, pro/con grids)
- Observations of students performing a task
- Analysis of student work products (e.g., exams, essays, oral presentations)
- Senior thesis
- Portfolios compiled over course of undergraduate study

Comment on your annotation

Tag:

What outcomes are we expecting?

Not Important Important



Reading Guidelines

Read all chapters
Make at least 5 comments per chapter
Ask at least 3 questions per chapter
Choose tags (if necessary)

Customized Tagging

Menu Font Size - + Search allow annotation

Users Activity My Hotspots Tags Responses

Showing comments by 22 of 22 user(s).
Show areas commented on by a minimum of 4 users:
fewer greater
Filter by users:

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comment on your annotation

Tag:

Can you give me an (other) example of this?

This passage confuses me.

What is the most important thing to remember from this section?

FIGURE 8.4
The Skull, Lateral Views (External and Internal).

APR Module 5: Skeletal System: dissection: skull: k

APR Module 5: Skeletal System: dissection: skull: r

The skull contains several prominent cavities (fig. 8.8). The cranial cavity, with a volume of about 1,350 mL, is the cranial cavity, which contains the brain. Other cavities include the orbits (eye sockets), nasal cavity, and inner-ear cavities, and paranasal sinuses. The sinuses are located in the frontal, sphenoid, ethmoid, and maxillary bones in which they occur (fig. 8.8)—the frontal, sphenoid, ethmoid, and maxillary sinuses. They are connected with the nasal cavity, lined by mucous membrane, and filled with air. They lighten the anterior portion of the skull and contribute to the resonance to the voice. The latter effect can be sensed in the way your voice changes when you have a cold and mucus obstructs the travel of sound into the sinuses and back.

Examples from University of Wisconsin-Milwaukee

- Login as a student
 - Jenny Albert
- Show how a student interact with the system
 - Participation – annotations and comments
 - Questions raised
 - Examples requested
 - Important: All questions raised in “context”

```
C:\Users\Ananda Gunawardena\Desktop\Perl and Salon>perl jenny_analysis.pl  
Number of comments : 175  
Number of questions : 109  
Number of examples requested : 40  
The ratio of commenting to annotations: 1.0187625171287
```



Global Responses

Global responses with breadcrumbs

CU: Language - Week 14(Tu): Metaphors we think with

Thibodeau PH, Boroditsky L (2011) Metaphors We Think With: The Role of Metaphor in Reasoning. PLoS ONE 6(2)

Metaphors We Think With: The Role of Metaphor in Reasoning

Paul H. Thibodeau, Lera Boroditsky*

Department of Psychology, Stanford University, Stanford, California, United States of America

Abstract
The way we talk about complex and abstract ideas is suffused with metaphor. In five experiments, we explore how these metaphors influence the way that we reason about complex issues and forage for further information about them. We find that even the subtlest instantiation of a metaphor (via a single word) can have a powerful influence over how people attempt to solve social problems like crime and how they gather information to make "well-informed" decisions. Interestingly, we find that the influence of the metaphorical framing effect is covert: people do not recognize metaphors as influential in their decisions; instead they point to more "substantive" (often numerical) information as the motivation for their problem-solving decision. Metaphors in language appear to instantiate frame-consistent knowledge structures and invite structurally consistent inferences. Far from being mere rhetorical flourishes, metaphors have profound influences on how we conceptualize and act with respect to important societal issues. We find that exposure to even a single metaphor can induce substantial differences in opinion about how to solve social problems: differences that are larger, for example, than pre-existing differences in opinion between Democrats and Republicans.

Introduction

Both crime, and the criminal justice system designed to deal with crime, impose tremendous costs on society. Over 11 million serious crimes are reported in the United States each year [1], and the US has the highest per capita imprisonment rate of any country [2]. Despite being home to only 5% of the world's population, the United States holds 25% of the world's prisoners, with nearly 19 million in total. Addressing the crime problem is a major social policy. How do people conceptualize the crime problem? How do we think about solving the crime problem?


Public discourse about crime is saturated with metaphor. Increases in the prevalence of crime are described as crime waves, surges or sprees. A spreading crime problem is a crime epidemic, plaguing a city or infecting a

Users Activity My Hotspots Tags Responses ...

Question: **After looking at the results of the experimen**


After looking at the results of the experiments presented in this paper, what do we know now about the TIMECOURSE of the mechanisms through

Show all breadcrumbs Hide all breadcrumbs

 Metaphors influence our reasoning by effecting how we forage for further information. However this effect is not often recognized by those effected by it, usually people believe that hard, scientific data is what influences them. However, the fact is that the many metaphors


(!) Mark this as helpful.

This user has no breadcrumbs.

 Metaphors exert an influence over people's reasoning by instantiating frame-consistent knowledge structures, and inviting structurally-consistent inferences. When there are unnoticed metaphors in natural language it can instantiate complex knowledge

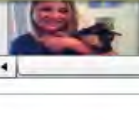
(!) Mark this as helpful.

This user has no breadcrumbs.

 Metaphors lay at the root of much descriptive language and aid us in breathing life into past events and stories told. If crime is described as a beast on the news and by politicians it will be hunted like a beast because the lingual frame of reference upon which thinking depends

(!) Mark this as helpful.

This user has no breadcrumbs.

 by instantiating frame-consistent knowledge structures, and inviting structurally-consistent inferences. As stated in the article, metaphors have a powerful

Reset Filters Toggle Fullscreen

Examples from University of Colorado

- Show how a student interact with the system
 - Participation
 - Analysis of data

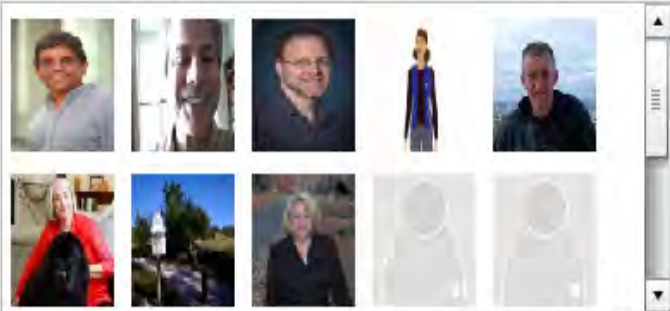
Helpful votes

Filters:

Commenters **Responders** Tags Time

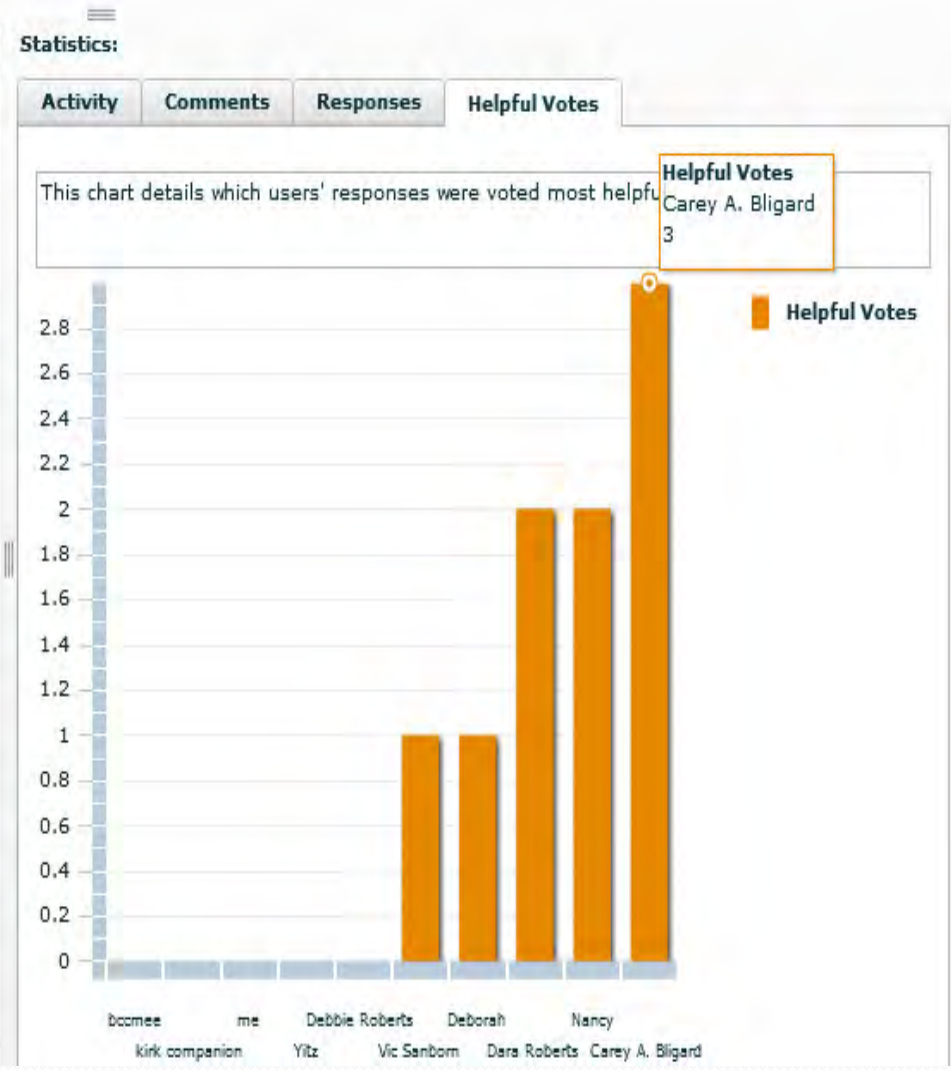
show all hide all

Commenting users (16):



Hidden commenters (0):

Test:



Find "experts"

CLASSROOM SALON



HOME SALONS DOCUMENTS ME

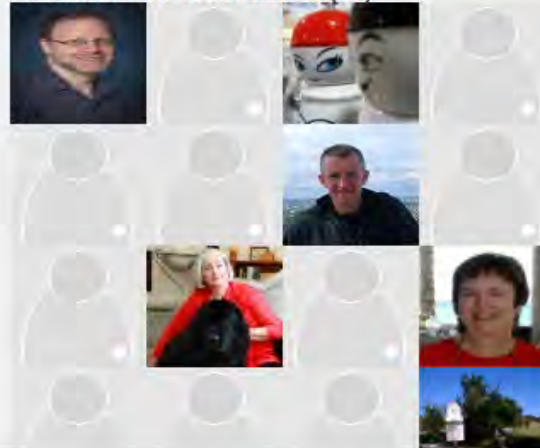
search titles and authors search »

JOIN THIS SALON

name: Sense and Sensibility
description: Jane Austen (1811)
owner: Yitz
id: 172
access: This Salon is open to all

Join »

MEMBERS OF THIS SALON (81)



DOCUMENTS IN THIS SALON

	Title	Author	Date Created
<i>i</i> <i>l</i> <i>e</i>	Sense & Sensibility Full Text	Jane Austen	2011/07/13
<i>i</i> <i>l</i> <i>e</i>	Chapter 8 Sense and Sensibility	Jane Austen	2011/05/15
<i>i</i> <i>l</i> <i>e</i>	Chapter 7 Sense and Sensibility	Jane Austen	2011/05/15
<i>i</i> <i>l</i> <i>e</i>	Chapter 6 Sense and Sensibility	Jane Austen	2011/05/15
<i>i</i> <i>l</i> <i>e</i>	Chapter 5 Sense and Sensibility	Jane Austen	2011/05/15
<i>i</i> <i>l</i> <i>e</i>	Classroom Salon Instructions, Hints, Help	Yitz	2011/05/08
<i>i</i> <i>l</i> <i>e</i>	Chapter 3 Sense and Sensibility	Jane Austen	2011/04/14
<i>i</i> <i>l</i> <i>e</i>	Chapter 4 Sense and Sensibility	Jane Austen	2011/04/13
<i>i</i> <i>l</i> <i>e</i>	Chapter 2 Sense and Sensibility	Jane Austen	2011/04/13

SHARE THIS SALON

Give the following link to anyone you wish to invite to join this Salon:
<http://www.classroomsalon.org/redirect/redirect.aspx?action=viewSalon&id=172>

Follow the “experts”



Gary Miller

UnFollow

Salons

Following

Followers



Charlotte
Pit...do



Patrick M.
DiLeonardo



Yitz



Prof. Guna

Social...

Follow documents or people

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](#)



Prof. Guna
guna@andrew.cmu.edu

Feeds

Salons

Following

Followers

▶ Jan 0 NaN 12:00 AM: Ji Hye Lee responded to question 524



selection sort takes more time to do comparisons and sometimes requires more memory for sorting and so takes longer.

▶ Jan 0 NaN 12:00 AM: Jason Kohlburn responded to question 524



Insertion sort is more adaptable than selection sort, meaning that on lists that are more sorted, selection sort will perform better. Selection sort is inefficient even if the list is almost sorted

> July 10, 2011, Mark Vehak Joined the Carlow University Salon

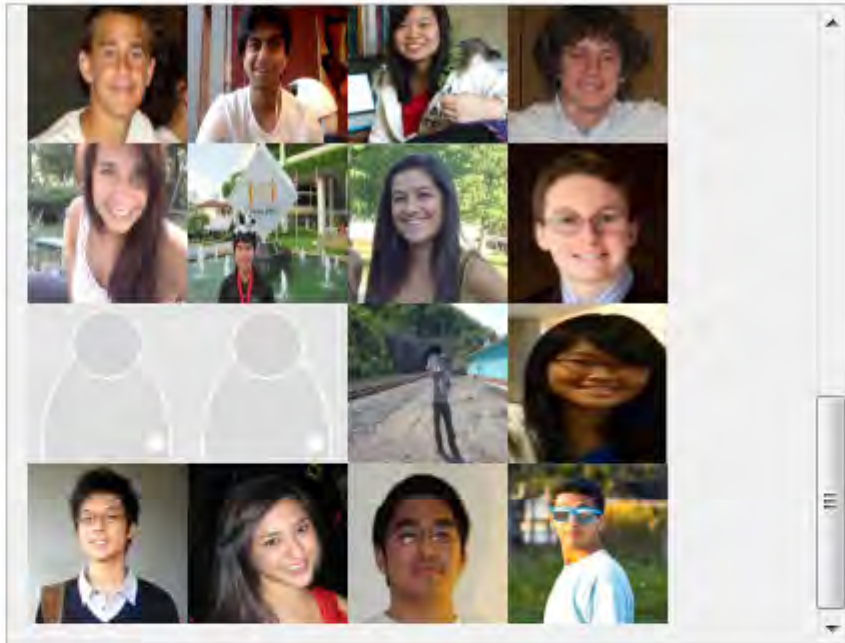


Bio: Mark is a technology evangeist at Carlow University He is passionate about new technologies

Encouraging Transparency

ABOUT THIS SALON

name: 15-122F11-Challenging Questions
description: About this Salon
owner: Prof Guna
ID: 464
access: This Salon is open to all



DOCUMENTS IN THIS SALON

Title	Author	Date Created
Lecture 01 questions	Prof Guna	2011/08/30
HW0 Questions	Matt Sarett	2011/09/04
About loop invariants	Prof Guna	2011/09/18
15-122F11 - Ints	Prof Guna	2011/09/23
15-122F11 - Contracts	Prof Guna	2011/09/23
15-122F11 - Midterm 1 - Practice	Prof Guna	2011/09/26
Seemingly identical code failing	Prof Guna	2011/09/26

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MANAGE THIS SALON

Name: 15-122F11-Challenging Questions

About this Salon

Description:

(default) Anybody can join this Salon.

Security: Nobody can join this Salon without your

Improve Communication

<input type="checkbox"/>	William Lovas	Jun 22, 2011		Re: Virtual machine memory operations
<input type="checkbox"/>	William Lovas	Jun 22, 2011		Some hw8 test cases
<input type="checkbox"/>	William Lovas	Jun 21, 2011		allocating stacks [Re: Quiz 3 coming Monday -- wha...
<input type="checkbox"/>	William Lovas	Jun 20, 2011		Re: Header Files
<input type="checkbox"/>	Alexandra Falk	Jun 20, 2011		Header Files
<input type="checkbox"/>	William Lovas	Jun 20, 2011		Re: Quiz 3 coming Monday -- what to study
<input type="checkbox"/>	William Lovas	Jun 17, 2011		Quiz 3 coming Monday -- what to study
<input type="checkbox"/>	William Lovas	Jun 16, 2011		Assignment 8 released!
<input type="checkbox"/>	William Lovas	Jun 16, 2011		Re: compiling c
<input type="checkbox"/>	Zachary Sparks	Jun 12, 2011		Creating Data Structures
<input type="checkbox"/>	William Lovas	Jun 12, 2011		Re: Example vs. Implementation
<input type="checkbox"/>	Sam Eisenhandler	Jun 11, 2011		Example vs. Implementation
<input type="checkbox"/>	William Lovas	Jun 10, 2011		Homework 6 available
<input type="checkbox"/>	William Lovas	Jun 9, 2011		Exam 2: BSTs
<input type="checkbox"/>	William Lovas	Jun 9, 2011		Homework 5: typo in solving algorithm
<input type="checkbox"/>	William Lovas	Jun 8, 2011		Homework 5, Exercise 2: circularity checking
<input type="checkbox"/>	Zachary Sparks	Jun 8, 2011		My office hours moved to Thursday

[Previous](#) | [Next](#) | [[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) ... [15](#) [16](#) [17](#)] [[Show All](#)] Viewing Messages: 301 to 400 (1624 total)

From: Ananda Gunawardena <guna@andrew.cmu.edu>
To: andyguna@gmail.com
Cc:
Bcc:
Subject: I have a question

Priority: Normal
Receipts: On Read On Delivery

Why is that part 2(b) of the assignment has so many problems?

When context is important in communication use salon...



problems below. Each file has a main() function that will read an image from disk, call your code on its representation, and then write the result image back to disk. Do not submit these files when you hand in your code, and the files you submit **should not** include main() functions.

In addition, you will find a sample manipulation `remove-red.c0`, which removes the red channel from each pixel of an image, and its associated main file `remove-red-main.c0`. This sample provides a complete program that you can compile and execute, and you may pattern your code after the code in `remove-red.c0` if you find it convenient to do so. (The code for the `remove red` function also appears in Appendix A.)

Finally, you will also see an `images/` directory with some sample input images and some sample outputs for some of the manipulations. On a Linux cluster machine, there are several programs you can use to view the images, including `display`, `qpicview`, `qiv`, `eog`, and `thumb`. Play around and find one you like!

Compiling and running. To compile on the command line in the order you want any Andrew system by running the command:

```
c0 <file1>.c0 <file2>.c0 <file3>.
```

from the directory where your `c0 ?le: file <file>` rather than the usual default.

Once you've compiled `<file>` in this way:

```
./<executablefilename>
```

The file so produced will expect some input file specifying the input image without any arguments, you will get particular to that program.

Comments

Tag: General

if you do `> man command_name` you should be able to find documentation

Tag: General

How do we open an image with these programs? What is the unix command?

Tag: General

Showing comments by 10 of 10 user(s).

Show areas commented on by a minimum of 1 users:

fewer greater

Filter by users:

<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Search names:

...focused Salon conversations

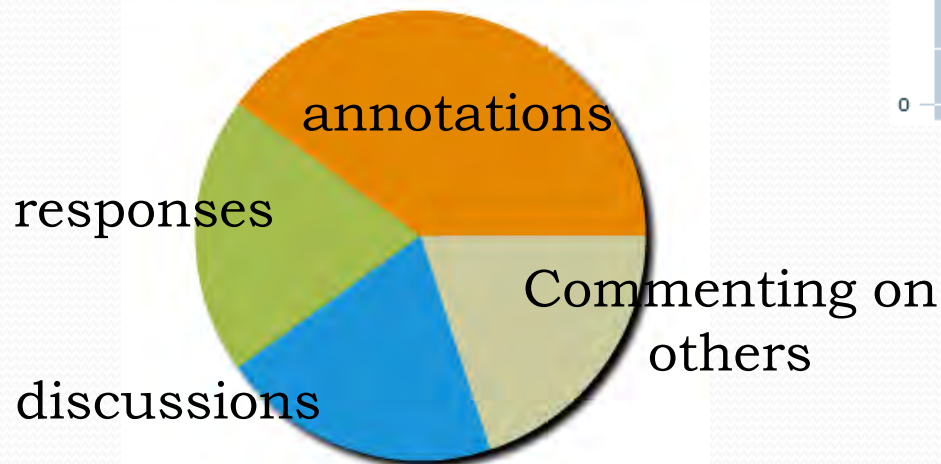


Monitor Students

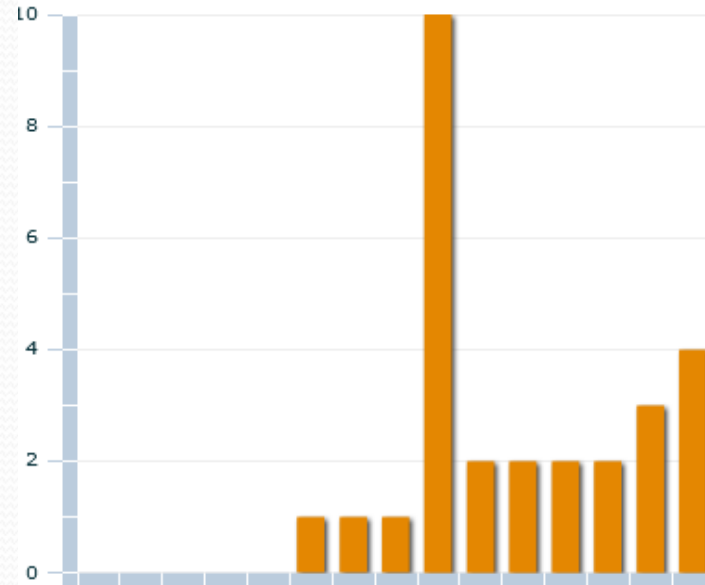
Monitoring Individual Students



Thomas Manzini



How time is spent



Performance in each unit

Salons Created: 2
Documents uploaded: 6
Annotations Made: 56
Responses Provided: 40
Commenting on others: 42
Open Discussions: 38

Filter

Student Dashboard

DASHBOARD STATISTICS



Andy Guna

Made 50 annotations to date.

Last annotation was made on 12/19/2011 10:46:54 AM.

Made 5 responses to date.

2 user liked responses made by him/her.



Hamid,Asma

Made 22 annotations to date.

Last annotation was made on 6/8/2009 4:23:46 AM.

Made 4 responses to date.

0 user liked responses made by him/her.



Jim Vanides

Made 0 annotations to date.

Last annotation was made on ..

Made 0 responses to date.

0 user liked responses made by him/her.



Norton Gusky

Made 91 annotations to date.

Last annotation was made on 4/22/2012 4:24:26 PM.

Made 4 responses to date.

0 user liked responses made by him/her.



Junki Nakayama

Made 18 annotations to date.

Last annotation was made on 7/10/2010 4:42:45 PM.

Made 9 responses to date.

0 user liked responses made by him/her.



nsaphra

Made 54 annotations to date.

Last annotation was made on 7/31/2010 12:38:01 AM.

Made 18 responses to date.

1 user liked responses made by him/her.




Cluster users

Tone and Semantic Mapping

view annotation hot spots with polarity

Document Title
Author



I have seen the future, and it works.

O.K., I know that these days you're supposed to see the future in China or India, not in the heart of "old Europe."

But we're living in a world in which oil prices keep setting records, in which the idea that global oil production will soon peak is rapidly moving from fringe belief to mainstream assumption. And Europeans who have achieved a high standard of living in spite of very high energy prices — gas in Germany costs more than \$8 a gallon — have a lot to teach us about how to deal with that world.

If Europe's example is any guide, here are the two secrets of coping with expensive oil: own fuel-efficient cars, and don't drive them too much.

Notice that I said that cars should be fuel-efficient — not that people should do without cars altogether. In Germany, as in the United States, the vast majority of families own cars (although

But the average German American car. By as drive modest-sized

In the near future I already done it once of U.S. passenger ve lighter cars.

This improvement now that gas costs t expect to see milea

Admittedly the nex

i totally agree with this! i can't believe anyone wouldn't think this is the case.

yes! totally agree with him. in fact, a funny story about that.... this one time....

Na commodolor ipit digna alis adipsuscipit am quiscidunt lore feugait wis duipit alit ad dolorem quat la commy numsan hennis

erparts to average they do s. n. We've ileage smaller, ks. But we can hicles

ANNOTATIONS Q&A SUMMARY

show response clusters based on demographics

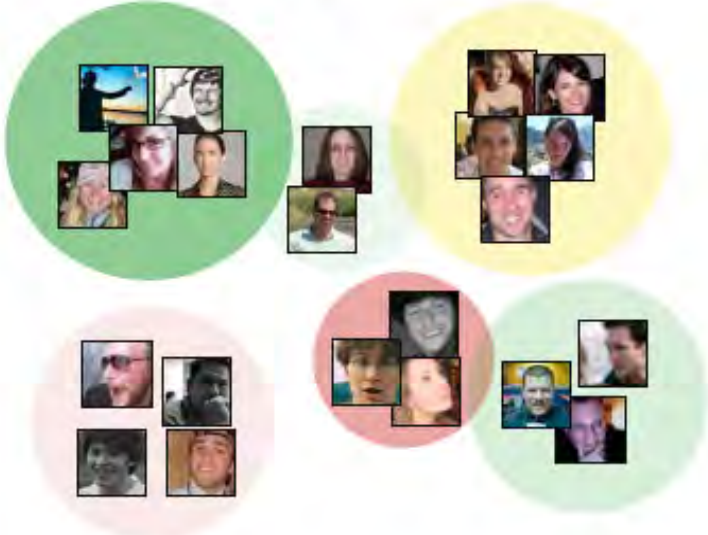


figure this out —
click on a text area to the left, this screen changes



In summary

Track Reading

Font Size - +

Ben Weaver
Observer Portrait (First Draft)
2/2/10

My father has always been up in the morning long before me. When I visit him in Virginia, I usually wake up, grab a jacket from the coat rack made of horseshoes, step out of the old country house that he splits with my great aunt, and make my way to huge red barn that sits in the middle of a field, far away from the driveway road that covers the terrain connection between that place and the


He's usually even further back, standing against a rough wooden fence post that extends into the pale blue of morning. This time he wears faded and stained Wranglers, a belt with an ornate silver buckle, and a faded, orange-garish flannel shirt of muted oranges. On the fence, he takes a sip of coffee as the horses approach.

Sunrise couldn't have been more than a few minutes old when he pulled out his cowboy hat, the one with the turquoise band. He wore it to the place (along with the boots) when he visited my sisters, my mother, and me in Ohio for band concerts or graduation ceremonies. He never seemed to notice that awkwardness, probably because some part of him stayed in Virginia with each visit.


"Finally decided to get up? I take it your sisters haven't." He cracks a lopsided smile, the one that we both employ frequently. He walks toward the fence gate, limping slightly and wincing at the bad knee that he's developed recently, finally reaching one of the older horses. He brushes off her mane and strokes the top of her nose, interacting as naturally as anyone else might with an old friend or a sibling. He had told me before that this horse reminded him of his childhood horse, Trigger, that he had on the dairy farm in upstate New York. "You missed an

Comments


Tag: General

 I really like this introduction, but I feel like it loses me in the middle somewhere because of its length

Tag: General

 Beautiful description, but I think there's almost too much detail, particularly in the second-half of the last statement. Maybe breaking to two sentences would

Tag: General

 Maybe a little wordy here?


My Hots... **Annotat...** **Tags** **Responses** **Prefer...**

Showing comments by 9 of 9 user(s).

Show areas commented on by a minimum of 4 users:

fewer greater

Filter by users:

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<input checked="" type="checkbox"/> 	<input checked="" type="checkbox"/> 	<input checked="" type="checkbox"/> 
<input checked="" type="checkbox"/> 	<input checked="" type="checkbox"/> 	<input checked="" type="checkbox"/> 

Search names:

line:

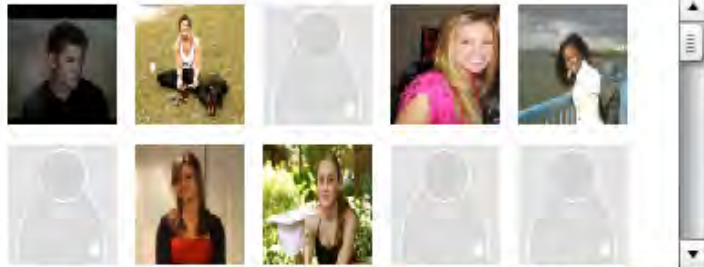
Guide Teaching

Filters:

Commenters **Responders** Tags Time

show all hide all

Commenting users (53):



Hidden commenters (0):

Statistics:

Activity **Comments** Responses Helpful Votes

Comments by User **Comments by Tag** Comment Density

This chart details how many comments were classified as each tag

- Can you give an(other) example of this?
- This section confuses me.
- What is the most important thing to remember from this section?
- Where can I find more information about this?

Can you give an(other) example of this?: 89.2% (107)

This section confuses me.: 5.8% (7)

Where can I find more information about this?: 5% (6)

What is the most important thing to remember from this section?: 0% (0)

Crowd-source homework

Font Size - +

Problem to Solve: Round and Round

Cycling is a great way to stay fit while getting yourself to places you need to be. By the 1880s, the front wheel of a bicycle had a diameter of 64 inches. What was this wheel's radius? What was its circumference? A bicycle wheel today has an averaged diameter of 26 inches. What is this wheel's radius? What is its circumference? Organize this information into a table or chart. Using the information you record on the chart, compare the wheel sizes, diameters, radii, and circumferences.


Question 1: Understand

Question 2: Plan

Question 3: Solve


Question 4: Look back—Reflect

Comments


 1.1880s-diameter 64in.
2.today-diameter 26in.
Q:What is radii and circumference of both?compare
A:This is all you need

Tag: General

Alexandra B.

 1. The wheel in the 1880s had a 64inch diameter. The wheel from today has a 26inch diameter.
2. It tells you part of the problem so you can find the other part.

Tag: General

 1. The wheel in the 1880s had a 64inch diameter. The wheel from






My Hots... Annotat... Tags Responses Prefere...

Showing comments by 6 of 6 user(s).

Show areas commented on by a minimum of 1 users:

fewer greater

Filter by users:

<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Search names:

line: 0

Clarify Assignments

Font Size - +

Show Author Comments

Search

>

A Simple Bitmap Image Manipulator

Individual Portion Due Date: Friday, July 1 @ 11:59 pm

Group Portion Due Date: Sunday, July 3 @ 11:59 pm

In this assignment, you will write a Java program that reads and writes the **24-bit Bitmap image format** and performs a few basic manipulations on an image, such as removing color, flipping, rotating, and applying a mask.

The Assignment

The **starter code contains skeletons** of functions that you must implement. You will be graded on the functionality and style of your implementations of the following functions:

- * **Individually** (in BMPManipulator.java) rotate.

- * **As a group** (in BMPManipulator.java) rotate.

The 24-bit Bitmap Image

- * The first 54 bytes of a file are the header. We are interested in extracting the width and height. The width is stored in bytes in little-endian form (least-significant-byte first). The height is stored in bytes in big-endian form (most-significant-byte first). The remaining bytes of the header goes, essentially all that you need to know.

- * The remaining bytes in the header are padding bytes, so only one byte is needed to store the complete information for one pixel. We will

consider these bytes stored as a one-dimensional byte array. The first red-green-blue tuple is the lower left pixel of the image. Then, the pixels are given from left to right and in ascending rows so that the last tuple is the upper right pixel of the image.

- * There is one important subtlety with the bytes storing the red-green-blue values of each pixel. Due to data alignment issues (take a systems-level class for more explanation), if the number of bytes storing the pixel data for one entire row is not a multiple of 4, padding bytes are added at the end of each row so that it is the **next higher multiple of 4**. After these padding bytes, the bytes for the next row are given in the same manner. This is extremely important to understand so that you modify the correct pixels of an image.

- * This should be all that you need to understand of the file format. If you are confused, we recommend that you contact the TA, but feel free to also consult other sources, such as Wikipedia. However, be careful to not get confused by more complicated Bitmap formats.

Image Masking

- * Image masking is a concept that we will use to perform special manipulations on a Bitmap image. A mask is an n-by-n two-dimensional array of doubles that represent weights (we will only consider odd n in our cases). The process of applying the mask is as

Comments

Tag: General

The starter code is now posted on my mini course website at <http://www.andrew.cmu.edu/user/rmemon/121/>. However, make sure you also regularly check the

Tag: General

Where can we find the starter code? The references to byteToInt make me think that it's more than just the given skeleton.

Tag: General

out the image. Most of the data can be ignored, however

ader. If the header is stored as a 0-indexed array of bytes, you will notice that these values are stored in little-endian form as integers, you must convert them to big-endian form **it** to do this for you. Apart from this, as far as the header iting it without any modifications.

each pixel. These values are integers in the range 0-255, o store the complete information for one pixel. We will

Improve communication

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Obama Unveils His Latest Jobs Plan

By Adam Staropoli '14/World Staff

Published: Thursday, September 13, 2012 10:00 AM
Updated: Thursday, September 13, 2012 10:00 AM

There is no doubt that the August political fight was a dramatic blow to President Obama's political capital. His administration has dramatically weakened with many questioning his leadership. Feeling the pains of a stagnant economy and a weak recovery, Obama is now feeling the pains of a stagnant economy and a weak recovery. Now, with the 2012 presidential election picking up steam, Obama's prospects looking more difficult with each passing day, it is with great interest to put all the focus on jobs. With his address to a joint session of Congress on Sept. 8, Obama presented a plan to put America back to work and revitalize the economy around.

Speaking to Congress at a special joint session, the president proposed the American Jobs Act, a legislative proposal seeking to create jobs, support small businesses and get the American economy moving. Obama said the president would not be forceful in his call for putting America back to work at a bicameral audience.

The American Jobs Act contains several provisions to help small businesses hire and grow, and to modernize America and putting the economy back to work for the family.


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Yahoo! ▶

Comments ✕

 did this really help?


Tag: General [Edit Your Comment](#)

Showing comments by 1 of 1 user(s).

Show areas commented on by a minimum of 1 users:

fewer greater

Filter by users: [Show All](#) [Hide All](#) [Invert Selection](#)



Search names: [Search](#) [Clear](#)

Measure Prior Knowledge

Font Size - + Show Author Comments Search >

1. Can you call length and height on a 2 dimensional array?
2. What should the image look like after it has been masked?
3. How are floating point numbers stored in binary?
4. Is java completely useless now that python has come out?
5. Does python also outclass c why or why not?
6. how many cups does it take to hold java?

My Hots... Annotat... Tags Responses Prefere...

Showing comments by 4 of 4 user(s).


by a minimum of 1 users:

greater


Hide All Invert Selection

Comments

Join this discussion

 This also depends on the application. Python is extremely high level and is good for writing a program to do something quickly. C is extremely low level and is good when more


Tag: General

 python is also appealing b/c it is more english-like in syntax and easier for new programmers to pick up


Tag: General

Comments

Join this discussion

 In response to Daniel Ringwalt's comment:
The actual number is: integer * 2^{exponent} .


Tag: General

 Floating point is kind of scientific notation in binary. A double is 64 bits, and it stores:
1 sign bit (0 for positive, 1 for

Tag: General

Comments

Join this discussion

 A two-dimensional array is an array of arrays. You can call length and you get the size in the first dimension. There isn't a method to get the size in the second dimension. You can use

Tag: General

Show search matches only Hide search matches only

line: 0 Scroll >> Reset Filters Toggle Fullscreen

Track student activities

- Dash board is a way to track activities of each/all student(s)

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DOCUMENT SUMMARY

Title: Lab 3 Specs **Description:** Writeup for assignment #1 **Uploaded By:** Rafee Memon (id: 370)
Author(s): Rafee Memon **Uploaded On:** 7/12/2011 2:46:31 PM


Filters: Commenters Responders Tags Time

[show all](#) [hide all](#)

Commenting users (3):



Hidden commenters (6):



Statistics: Activity Comments Responses Helpful Votes

- Jul 16 2011 4:23 PM: Rafee Memon commented on the text.
 - Selection: get
 - Tag: General
 - Comment: In response to Jeffrey Chien's comment:
- Jul 16 2011 4:30 PM: Palkar Maitreyee commented on the text.
- Jul 16 2011 4:29 PM: Palkar Maitreyee commented on the text.
 - Selection: get
 - Tag: General
 - Comment: I think we should return 0 since that is what denseMatrix returns
- Jul 16 2011 9:32 AM: Nick Francisci commented on the text.
- Jul 12 2011 11:14 PM: Rafee Memon commented on the text.
- Jul 12 2011 11:10 PM: Rafee Memon commented on the text.
- Jul 12 2011 8:43 PM: Rafee Memon commented on the text.
- Jul 12 2011 8:34 PM: Rafee Memon commented on the text.
- Jul 12 2011 4:42 PM: Rafee Memon commented on the text.



Salon Results (so far)

Uses of Salon

- Over 10,000 registered users
- Over 15,000+ uploaded tasks documents
- Multiple uses of Salon
 - Textbook reading and annotations
 - 600+ students, 1000+ annotations / day
 - 200+ questions / day (filter)
- Crowd-sourcing work
- Reading and peer review
- Open homework
- My Notebook

```
./remove-red -i images/g5.png -o images/g5nored.png
```

If you have any problems compiling or running your code as described here, you should contact the course staff. Submitting. Once you've completed some files, you can submit them by running the command

```
handin -a hw1 <file1>.c0 ... <fileN>.c0
```

You can submit files as many times as you like and in any order. When we grade your assignment, we will consider the most recent version of each file submitted before the due date. If you get any errors while trying to submit your code, you should contact the course staff immediately.

Annotations. Be sure to include `//@requires`, `//@ensures`, and `//@loop invariant` annotations in your program. You should write comments after you're done: documenting your code as you go helps you write code that is better.

Style. Strive to write code with descriptive variable names, keep functions small, and use separate functions to handle that computation and good style is sure to earn you extra credit in salon if you're unsure of what constitutes good style.

Image Manipulation Overview

The three short programming problems involve manipulating images. An image will be stored in a one-dimensional array of integers, where each integer is a 32-bit value representing one pixel of the image. Pixels are stored in the array row by row, left to right starting at the top left of the image. For example, if a 5 x 5 image has the following pixel "values":

Comment on your annotation

Tag: General

i really don't understand this???

Not Important Important Clear Save

Location specific questions

Personalized and precise responses

You can submit files as many times as you like and in any order. When we grade your assignment, we will consider the most recent version of each file submitted before the due date. If you get any errors while trying to submit your code, you should contact the course staff immediately.

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Comments

i really don't understand this???

Tag: General

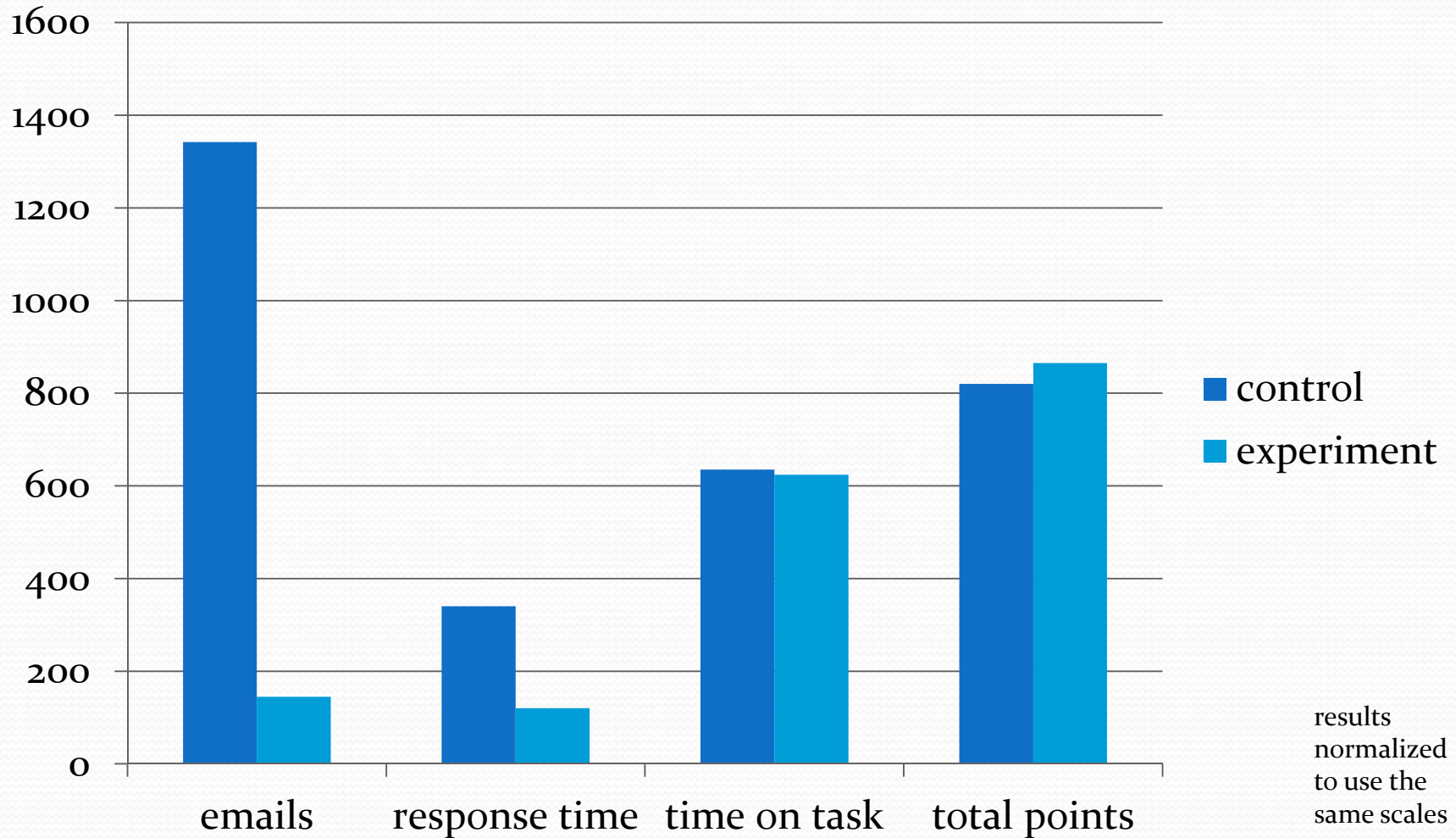
this means you have to write contracts

Tag: General Edit Your Comment

Search names: Search

Show search matches only Hide search matches only

Early results



Studies partially funded by National Science Foundation and Gates Foundation

Data from S12 pilots

- 1500+ students
- 1000 annotations/comments per day
- 60% of the comments are questions
- 20%-40% of students use tags to communicate with instructor
 - This passage confuses me
 - Can you give another example of this
 - Will this be on the test
 - Where can I find more information on this



What we are working on...

Research based evidence

Evidence for a Collective Intelligence Factor in the Performance of Human Groups

Anita Williams Woolley,^{1*} Christopher F. Chabris,^{2,3} Alex Pentland,^{3,4}
Nada Hashmi,^{3,5} Thomas W. Malone^{3,5}

Psychologists have repeatedly shown that a single statistical factor—often called “general intelligence”—emerges from the correlations among people’s performance on a wide variety of cognitive tasks. But no one has systematically examined whether a similar kind of “collective intelligence” exists for groups of people. In two studies with 699 people, working in groups of two to five, we find converging evidence of a general collective intelligence factor that explains a group’s performance on a wide variety of tasks. This “c factor” is not strongly correlated with the average or maximum individual intelligence of group members but is correlated with the average social sensitivity of group members, the equality in distribution of conversational turn-taking, and the proportion of females in the group.

As research, management, and many other kinds of tasks are increasingly accomplished by groups—working both face-to-face and virtually (1–3)—it is becoming ever more important to understand the determinants of group performance. Over the past century,

psychologists made considerable progress in defining and systematically measuring intelligence in individuals (4). We have used the statistical approach they developed for individual intelligence to systematically measure the intelligence of groups. Even though social psycholo-

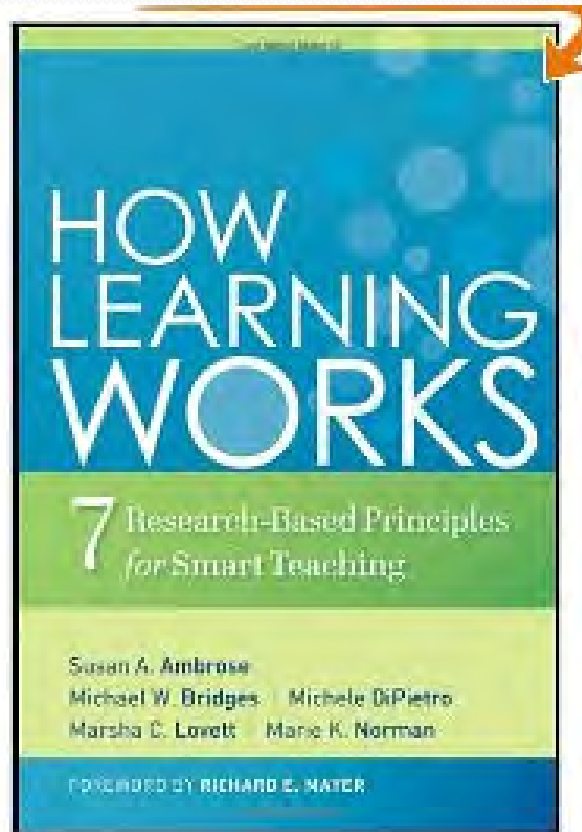
gists and others have studied for decades how well groups perform specific tasks (5, 6), they have not attempted to measure group intelligence in the same way individual intelligence is measured—by assessing how well a single group can perform a wide range of different tasks and using that information to predict how that same group will perform other tasks in the future. The goal of the research reported here was to test the hypothesis that groups, like individuals, do have characteristic levels of intelligence, which can be measured and used to predict the groups’ performance on a wide variety of tasks.

Although controversy has surrounded it, the concept of measurable human intelligence is based on a fact that is still as remarkable as it was to Spearman when he first documented it in 1904

¹Carnegie Mellon University, Tepper School of Business, Pittsburgh, PA 15213, USA. ²Union College, Schenectady, NY 12308, USA. ³Massachusetts Institute of Technology (MIT) Center for Collective Intelligence, Cambridge, MA 02142, USA. ⁴MIT Media Lab, Cambridge, MA 02139, USA. ⁵MIT Sloan School of Management, Cambridge, MA 02142, USA.

*To whom correspondence should be addressed. E-mail: awoolley@cmu.edu

Applying what we know about learning



How Learning Works: Seven Research-Based Principles for Smart Teaching (Jossey-Bass Higher and Adult Education) [Hardcover]

[Susan A. Ambrose](#) (Author), [Michael W. Bridges](#) (Author), [Michele DiPietro](#) (Author), [Marsha C. Lovett](#) (Author), [Marie K. Norman](#) (Author), [Richard E. Mayer](#) (Foreword)

Eberly Center for Learning
Carnegie Mellon University



What we are working on...

- Develop and integrate task models for salon
- Develop and integrate engagement models in learning
- Simplification of UI
- Custom task based interfaces
- Custom “analytics” modules



Thanks to

- National Science Foundation
- Bill and Melinda Gates Foundation
- Innovation Works
- Heinz Foundation
- Department of Labor
- Carnegie Mellon University
- University of Wisconsin – Milwaukee
- Ithaca College
- Grove City College
- And many others



Thank you

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