

SALSA

UNDERVISNINGSDSIGN



Introduksjon

Tverrfaglig Læringsforum, Ålesund
19.09.2022

Del 1:

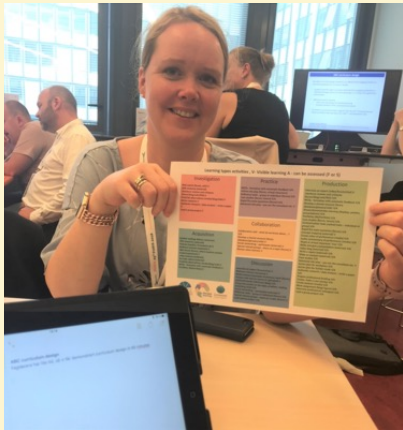
- SALSA prosjekt og kjernegruppe
- SALSA akronym og byggeklosser
- SALSA bruksområder
- SALSA ressurser og pilot
- Q&A



SALSA prosjektet

Begynnelsen

EUNIS –konferanse, Paris 2018
abc-Id, University College London



SALSA kjernegruppa, Seksjon for læringsstøtte



Kari Anne Flem Røren



Tonje Mogstad Høivik



Torbjørn S. Jacobsen



Ole Kristen Solbjørg



Gerd Johanne Hestnes



SALSA akronymet

StudentAktiv

Likeverdig

Synkron

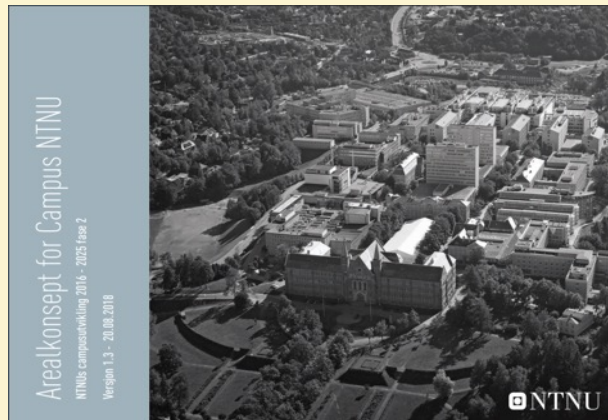
Asynkron



SALSA 'byggeklossene'

1 NTNU arealkonsept

Kartlegging og
konseptutvikling
mai 2017 – mars 2018



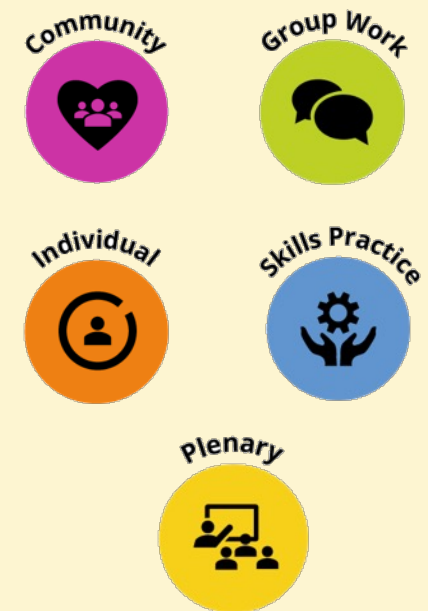
2 Thornburg metaforer

Læringskontekster



3 SALSA kategorier

Kontekst for
læringsaktiviteter



SALSA bruksområder

- Støtter opp om **design og videreutvikling av undervisning.**
- Kan gjennomføres i **ulike formater:**
 - analogt og digitalt
 - 90-minutters workshop
 - langsiktig og systematisk utviklingsarbeid
- Kan benyttes både på **emne- og studieprogramnivå.**
- Kan tilpasses ulike **faser, deler eller spesifikke utfordringer** i undervisningen.

| Prosess-verktøy | Kvalitets-utvikling | Strategiske formål |
|-------------------------------------|--|--|
| Økt-, emne- og studieprogram-design | Referansegruppe-arbeid | Virksomhetsstyring (Studieplan-dokumentasjon) |
| Pedagogisk veiledning og rådgivning | Systematisk utviklingsarbeid inkl. merittering | Campusutvikling |



SALSA ressursler



SALSA learning activity repository



The SALSA board supports the process of designing and evaluating a lesson or webinar - a full course - a full program.

As a first result of the exercise, participants create a visual overview of learning activities which can be used for the implementation and further development of the design.

Main outcomes

- 1) An overview identifying the context, modes and learning outcomes
- 2) A description of the design of selected learning activities to be implemented
- 3) An implementation plan for realization of the design

Prerequisites

Documentation related to learning outcomes, course credits, modalities, and number of participants.

Quick navigation

Step 1 Overview | **Step 2 SALSA board** | Step 3 Align & Assess

Step 1: SALSA Overview

Define your context and target audience by filling out the relevant information below:

Course ID and Name: Write here ...

Working date: YYYY-MM-DD

Team members: Write here ...

Design: New Design/In-design

of students: [input]

Course credits in: Estimated hours: 0.0 [input]

Modalities: On-campus, Ash-campus, Blended, Online, Hybrid, Other ...

Other information ...

Step 1b: Learning Outcomes

Define the essential skills and preferred capabilities characterizing your students/participants after attending the session/course/program:

| Course information line: | |
|--------------------------|----------------|
| 1 | Write here ... |
| 2 | Write here ... |
| 3 | Write here ... |
| 4 | Write here ... |
| 5 | Write here ... |
| 6 | Write here ... |
| 7 | Write here ... |
| 8 | Write here ... |
| 9 | Write here ... |
| 10 | Write here ... |
| 11 | Write here ... |
| 12 | Write here ... |

Link to KAUPER: [input]

Link to other information: [input]

Step 1c: Summarize the Essence in a Tweet

Describe the learning outcomes in a tweet to prospect students/participants.

Write your tweet here ...

#hashtags: [input]

Optional: Student feedback on course content (learning outcomes, activities and assessment)

Step 2: SALSA board Instructions

Choose your preferred structure of your SALSA board (rows/cols/cells)

Select activities used category by using the drop-down menu in each of the SALSA cards

Describe learning/assessment activity and estimated time on the card (Instructions, or guidelines etc.)

Use SALSA checkmarks by: 1) to indicate student activity, equality and activity modes

Assessment activities

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can help students identify their strengths and understand and learn areas that need work. It also helps faculty recognize where students are struggling and address problems immediately.

Formative

The goal of summative assessment is to evaluate student learning at the end of an instructional period by comparing it against a standard or benchmark. Summative assessment may be diagnostic throughout a course (portfolio) or after a particular unit has been taught, and usually requires a substantial period of time to evaluate the level of attainment, i.e. percentage, pass/fail, or some other form of evaluation.

After completing step 2, move to step 3 **Align and Assess**, at the bottom of the board.

ACTIVITY CARD EXAMPLES

| Category | Example | Example |
|---------------------|--|---|
| Community | Example: Testing intentions I encourage you students to give me five other ways to use or apply... 2. Ask each student to develop 2 questions that they would want to ask others to help them get to know someone better. 3. They start then turn their questions and answers back and forth. 4. The pair capture a free conversation space that do not require the speaker to give an answer to a question that has been put up prior to the class. 5. Students compare what they found out about their partner and report their partner's name and this information in a class-wide. | Example: Pre-Gen guide The activity can help students in developing an opinion and evaluate their skills. It also requires students to go beyond that initial position and explore and come up with another or discuss for the other side of the issue. 1. There is a card that looks back to the idea of making lists of your and your colleagues and challenges for some time. Read the card and try to come up with at least three points for each side. 2. Once students have had time to complete the writing, bring the class back together to share and discuss points on each side. |
| Group Collaboration | Example: Think, pair, share Participants join a group, students don't have to remember prior to being presented to discuss their response with a person sitting next to them (TPS). Then, the group SHARE out what they discussed with their partner in the entire class and discuss responses. Students get time to share critically, creating a learning environment that encourages high quality responses. (Hesse, 2012) | Example: Concept maps Concept maps are a visualization of knowledge that is organized by relationship between topics. They present an opportunity for students to make meaningful connections between information whether that is before, during or after class. → This can also be a group collaboration activity. |
| Skills Practice | Example: Simulation Students are presented with a scenario, and they then interact with people and/or machines who respond to their choices and actions as if it were real. After the simulation has ended, the students reflect on the consequences of their choices and actions, either in response to questions from their classmates or instructor. | Example: Peer-review Students are given a card with a scenario, and they then interact with people and/or machines who respond to their choices and actions as if it were real. After the simulation has ended, the students reflect on the consequences of their choices and actions, either in response to questions from their classmates or instructor. |

SALSA board

Small board (4x6)

| | 1 | 2 | 3 | 4 |
|---|-----------------|-----------------|-----------------|-----------------|
| 1 | [Activity Card] | [Activity Card] | [Activity Card] | [Activity Card] |
| 2 | [Activity Card] | [Activity Card] | [Activity Card] | [Activity Card] |
| 3 | [Activity Card] | [Activity Card] | [Activity Card] | [Activity Card] |
| 4 | [Activity Card] | [Activity Card] | [Activity Card] | [Activity Card] |

Learning Activity Repository

Scan this QR-code to open our inside repository on learning activities.

Contact us: [Section for Teaching and Learning Support](#), NTNU Education Quality Division. Set our assistance through [NTNU help](#).

Disclaimer: SALSA is an adapted version of ABC Learning Design developed at University College London (UCL). Link to homepage: [https://ucl.ac.uk](#)

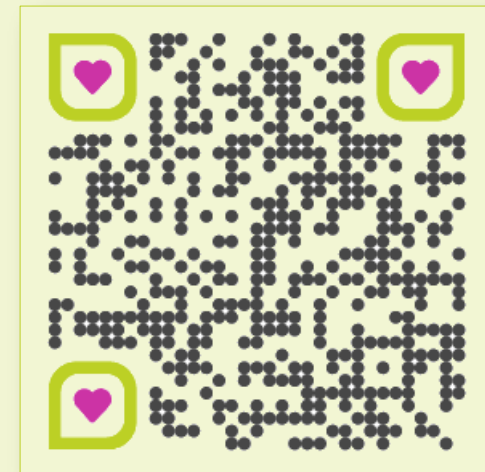
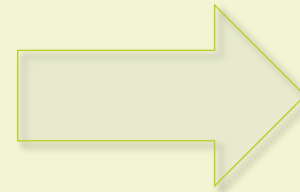
Quick navigation

Step 1 Overview | **Step 2 SALSA board** | Step 3 Align & Assess

NTNU

SALSA pilot

- Høst 2022
 - Utprøving
 - Tilpasning/videreutvikling
- Nettverksbasert implementering
 - SALSA fellesskap i egen Teams-kanal
 - Erfaringsdeling
 - Evaluering



SALSA demo

Oppgave i bruk av SALSA board

Formål: Bli kjent med SALSA metodikken

Velg én av oppgavene:

a) Lag et forslag til en undervisningsøkt

eller

b) Planlegg innhold og aktiviteter i en workshop eller et kurs som skal holdes i ditt fagmiljø

SALSA på 1-2-3

- Steg 1
 - Oversikt
 - Læringsutbytter
- Steg 2
 - Planlegge aktiviteter
- Steg 3
 - Meningsskapende samsvar
 - Oppfølgingspunkter

Kort deling og oppsummering



Eksempler: Arealplanlegging

Workshop
Verkstedteknisk
April 2019

