

	Topic	Intended audience	Date	Day	Room	Time	Description
1	How to manage groups (low tech)	Low Tech AL teachers	24-Jan	Wed	3F.45	2:30-3:30	Since a lot of active learning pedagogies are based on collaboration within and between groups of students the first Community of Practice meetings this semester will focus on forming and managing groups. These meetings will be a chance to share experiences and engage in group-think about how we can make student groups effective learning tools.
2	How to manage groups (high tech)	High Tech AL teachers	26-Jan	Fri	3F.38	2:30-3:30	
3	An overview of Active Learning Strategies	All AL teachers	2-Feb	Fri	3H.10	2:30-4	So, what is an active learning strategy? A traditional teaching strategy is the lecture; a typical active learning strategy includes gamification, pre-reading, classroom debates, peer-instruction, writing activities, concept-mapping and more. Come for a quick overview of a handful of strategies, the thinking behind them and how to use them in your classroom. Come hear from the teachers who do them and take away concrete ideas and lessons that will let you implement them in your own classes. All of the strategies discussed here are described in detail on the SALTISE website: www.saltise.ca
4	Nureva room show & tell	Nureva teachers	9-Feb	Fri	3H.10	2:30-4	Now that the newest active learning classroom has been in use for a few weeks it's time to problem-solve, review how the new boards work and share experiences about what works well and what doesn't work well. This session is specifically intended for teachers currently teaching in 3H.10 . <i>For teachers not currently teaching in 3H.10 but curious about it, please note that the new room will be officially introduced to the community on Wed. March. 7th from 10-11:15AM.</i>
5	Peer Assessment	All AL teachers	16-Feb	Fri	3F.38	2:30-3:30	As a collaborative learning technique, peer assessment allows students to analyze and evaluate their peers' work while simultaneously having their work critically evaluated by classmates and receiving similar feedback. This process of peer assessment allows students to develop their assessment and critical analysis capabilities while also learning to accept and interpret feedback from their colleagues. But how do you incorporate peer assessment into your classroom? A range of peer assessment tools are available including on line programs such as Peerceptiv, PeerScholar, and Peergrade, as well as simpler methods ranging from rubrics to teacher-defined feedback forms. Come join us in a session that will explore the various peer assessment tools and discuss your experience with peer assessment pedagogy.
6	How to create a blog	All AL teachers	23-Feb	Fri	3H.10	2:30-4	Using a blog as a course management tool can add a new level of dynamics to your class. Plus, blogs offer all sorts exciting opportunities for students to respond to each other and to publish their work. Best of all, Wordpress is a free platform that is quite user friendly. This workshop will show you the basics of setting up and managing a Wordpress blog. This workshop is suitable for those who wish to have a simple web site to manage their courses or for those who might want each student to create a blog as an online portfolio. This is a hands-on workshop where each participant can leave with a live blog, online and ready to go.
7	How to Jigsaw	All AL teachers	5-Mar	Mon.	3F.5	2:30-3:30	Jigsaws are not just puzzles for amusement, but rather, also act as an active learning strategy that can be incorporated into your classroom pedagogy. By breaking classrooms into smaller groups and assignments into separate pieces, teams then work together collaboratively to gather information and synthesize it into a larger summary which is then shared with the larger classroom. The Jigsaw strategy places great emphasis on collaborative learning and shared responsibility as all team members must work together to learn. But how do you prepare your students to work a Jigsaw exercise? How do you ensure that the material you want them to learn is done in a way that is prepared equitably, thoroughly and in a manner that responds to your larger pedagogical objectives? Come join us in a session that will explore the basics to a Jigsaw strategy and discuss some specific exercises that have proven successful. This will give you ideas to create your own Jigsaw activity for your discipline.
8	Nureva room official launch (general public)	All AL teachers	7-Mar	Wed.	3H.10	10-11:15	Dawson has a new active learning classroom that features the next generation of interactive whiteboard. The 3H.10 classroom features large touch screens by Nureva (www.nureva.com) that form a continuous interactive touch surface along an entire wall and that allow multiple groups to work on the same canvas. This technology allows for an entirely new functionality that is exciting and potentially powerful for learning. This is your opportunity to see this new space and experience how it works. Everyone is welcome!

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9	AL for English in a low-tech AL classroom	English teachers	21-Mar	Wed	3F.45	2:30-3:30	Active Learning Classrooms are environments where English Literature instruction can reach new and exciting heights. Group work and sharing ideas are greatly facilitated and enhanced by the dynamic setup of the room. The whiteboards and smartboards allow for group work to come alive in ways that are not possible in a traditional classroom. Annotating texts and revising work are just a couple of the strategies that will be covered in this workshop. At each session, a few teachers will showcase ideas that can be adapted and used right away. As a community, we're just scratching the surface of what is possible in terms of English instruction in these rooms. There will be one session in a low-tech ALC, and one in a high-tech ALC. Though these sessions are geared toward English teachers, all teachers from any discipline are warmly invited.
10	AL for English in a high-tech AL classroom	English teachers	23-Mar	Fri	3F.38	2:30-3:30	
11	Active Learning CoP feedback and management meeting	All AL CoP	23-Mar	Fri	3H.10	2:30-4	This is an opportunity for the members of the AL Community to give feedback and suggestions on the management of the community. If you are involved in the community please come to share your thoughts on how the Community of Practice is managed and coordinated.
12	Show & Tell & Feedback	Low Tech AL teachers	26-Mar	Mon	3F.5	2:30-3:30	Have you tried active learning in your classroom and want to get feedback and suggestions about how to improve the effectiveness or efficiency of what you did? This session is for sharing, supporting and improving good active learning practices. Come with your ideas, experience and expertise, and come ready to share.
13	AL strategies in History	History teachers	6-Apr	Fri	3H.10	2:30-3:30	Active learning has often been seen as the domain of the science disciplines, but the social sciences can also benefit greatly from such pedagogical strategies as reflective writing, flipped classrooms, jigsaws, and gallery walks. In the field of history students explore western civilization through a digital timeline exercise, dissect primary documents with a Jigsaw puzzle, and write one-minute reflective writing pieces to summarize previous material. This session will highlight some active learning strategies that have been created specifically by and for history classes, but are equally applicable to all other social science disciplines including political science, religion, sociology or anthropology (and others). Come explore some active learning strategies that you can take back into your social science classroom!
14	AL strategies in Math	Math teachers	12-Apr	Thur	3F.37	2:30-3:45	Active Learning is an umbrella term that involves a variety of methods to engage students in activities during our classes. Examples of such activities and strategies include problem-solving, reflection, group discussion, jigsaw activities, peer instruction and many more. In this presentation, you will be introduced to some concrete strategies and activities that have been tried in math classrooms here at Dawson, such as Calculus I and Calculus II. Please join us to explore these strategies and to see the advantages of using them.
15	Show & Tell & Feedback	High-tech AL teachers	13-Apr	Fri	3H.10	2:30-3:30	Have you tried active learning in your classroom and want to get feedback and suggestions about how to improve the effectiveness or efficiency of what you did? This session is for sharing, supporting and improving good active learning practices. Come with your ideas, experience and expertise, and come ready to share.
16	Backwards Design	All AL teachers	20-Apr	Fri	3F.38	2:30-3:30	A backwards design approach forces us to think about the following questions: What are the most important ideas I want my students to understand at the end of the course, and at the end of each unit? What evidence will best show that they have achieved this understanding? What assessments and activities will allow them to gain this understanding in a comprehensive way? This workshop is based on principles outlined in Understanding by Design, by Wiggins and McTighe. Approaching course planning from this design aspect can eliminate much of the trial-and-error approach to assignment design, and can allow for a more worthwhile and profitable experience for students and teachers. This workshop will run through the basic principles outlined in Understanding by Design, so that you will be able to begin applying backwards design to your course planning for next semester.
17	AL Research - Topic of Interest (Guest speaker)	SALTISE Montreal Community	27-Apr	Fri	3F.38	2:30-4:00	Effective and sustainable pedagogical change has to be rooted in evidence and the breadth and depth of research being done around the world has the potential to significantly impact the way we engage students in knowledge construction and make teaching and learning better. By way of video-conference, this session will bring a distinguished international researcher to Dawson to review the research s/he is doing, highlight research and practices that has caught her/his eye, and answer questions from participants. This session will be open to the wider Montreal community of researchers and practitioners.

* All teachers are welcome to any Community of Practice meeting however the content and level of most meetings have a specific focus that is aimed at the intended audience as listed.