



Talking About Learning

Learning Conversations Programme

	A	B	C	D	E	F	G	H	I	J
1	Using ClassDojo to create a positive classroom ethos and engage learners and parents. <i>Katrina Price</i>	Conversations with learners. <i>Murdo Macleod</i>	Moving Forward with Thinking Skills <i>Susie Southern</i>	Formative Assessment <i>Angela Quigley</i>	The benefits of using Co-operative Learning in the Classroom. <i>Gillian Firth</i>	A cluster approach to 1+2 language learning. Impact on learners, transition and staff. <i>Sarah Carder</i>	Teacher as facilitator <i>Jacky Davidson</i>	How can we effectively monitor and track progress in the broad general education? <i>Faith Bateman</i>	How flipping your lessons can help improve the quality of contact time with students. <i>Jade Hunter</i>	Combining Connecting Classrooms with the John Muir Award <i>Karen Fulton</i>
2	Digital learning – how to enhance learning? <i>Stephen Small</i>	Building Learning Power – what do you do to encourage pupils to take responsibility for their own learning? <i>Jen McKenna, Steven MacKenzie & Suzie Young</i>	Critical Thinking Skills in RME. <i>Allison Matheson</i>	Feedback Methodologies: How can we ensure feedback is valuable? <i>Gemma Hall</i>	The Most Powerful Tool in your Cooperative Learning Toolkit. <i>Mharaid Berry</i>	Reverse Engineering of National Course outcomes to provide new courses for a Broad General Education. <i>David Rush</i>	Starters and Plenaries: Engaging pupils from the start of the end to your lessons. <i>Debbie Nicoll</i>	Global Citizenship Methodologies. <i>Matthew Robertson</i>	How can we encourage pupils to become reflective learners? <i>Leila Lindsay</i>	How can we effectively monitor and track progress in the broad general education? <i>Faith Bateman</i>

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3	How flipping your lessons can help improve the quality of contact time with students. <i>Jade Hunter</i>	How can we differentiate in a way that gives pupils ownership of their learning pathways? <i>Katie Walling</i>	Learning about Learning; the What, the How and the Why of our Learning Skills Programme. <i>Jeni Allan</i>	Active Learning <i>Dr Asfia Nabi</i>	How we have used the theory behind mindsets both in our own classrooms and across the school to improve student attitudes to learning. <i>Jenni Ewan & Gillian Duthie</i>	Embedding Self-Evaluation – how and what. <i>David Ironside</i>	<i>Are “Virtual Learning Environments” beneficial to learning and teaching in secondary schools?</i> <i>Coral McIntosh</i>	Mission X: Train Like An Astronaut – an IDL approach. How Dalbeattie High School staff planned for this with Community Learning and Development (CLD), NHS and Active Schools partners? <i>Alistair Bremner & Sean O’Toole</i>	Using assessment rubrics for report writing <i>Lisa-Jane Horrey</i>	Why reflection is the best remedy to failure. <i>Michael Whyte</i>
4	Active Learning Strategies in the Classroom: See, Make, Write, Do. <i>Julia Kate Harrison</i>	How can we harness new technology to motivate pupils to learn? <i>Ina McKenzie & David Alexander</i>	Should we teach our pupils to think? An introduction to Thinking Skills – Why and how to use them in the classroom? <i>Morven McKenzie</i>	Personal Achievement Group. <i>Nicola Fowler & Michael Stephenson</i>	The Most Powerful Tool in your Cooperative Learning Toolkit. <i>Mharaid Berry</i>	Formative assessment that works – practical strategies for formative assessment in the classroom <i>Mairi MacDermot</i>	Building Learning Power – what do you do to encourage pupils to take responsibility for their own learning? <i>Jen McKenna, Steven MacKenzie & Suzie Young</i>	Progression of Skills: Making Sure Learners Know Where Their Learning is Going <i>Joanne Ramsay</i>	Encouraging and supporting the development of literacy. <i>Shona Clark</i>	Art and Design across the four capacities: meaningful, personalised, challenging IDL <i>Rachel Woodward</i>