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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



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Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECAD6014/C

Pwy oedd pwy?

Damcaniaethau dysgu

Who was who?

Theories of learning

Damcaniaethau dysgu

Theories of learning

Thema: gwerthuso'n feirniadol ymchwil a theorïau allweddol ac ymchwil sy'n sail i ddatblygiad holistaidd plant a phobl ifanc, ynghylch sicrhau cynnydd disgyblion - gan gynnwys dealltwriaeth feirniadol o lythrennedd corfforol a materion cyfoes eraill

Deilliant dysgu 1

- ddangos dealltwriaeth feirniadol o ddamcaniaethau ac ymchwil sy'n effeithio ar les, dysgu a datblygiad plant o 0-19 oed a chymhwyso hyn i arfer proffesiynol

Theme: critically evaluate research and key theories and research that underpin the holistic development of children and young people, in relation to ensuring pupil progress - including a critical understanding of physical literacy and other contemporary issues

Learning Outcome 1

- evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice



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Adeileddol

Constructivism



Jean Piaget

- Dysgu go iawn
 - Proses weithgar
 - Sgemâu
(cydweddiad/
cymhwysiad)
- Authentic learning
 - An active process
 - Schema
(assimilation/accommodation)



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Adeileddol Gymdeithasol

Social Constructivism

Lev Vygotsky / Jerome Bruner

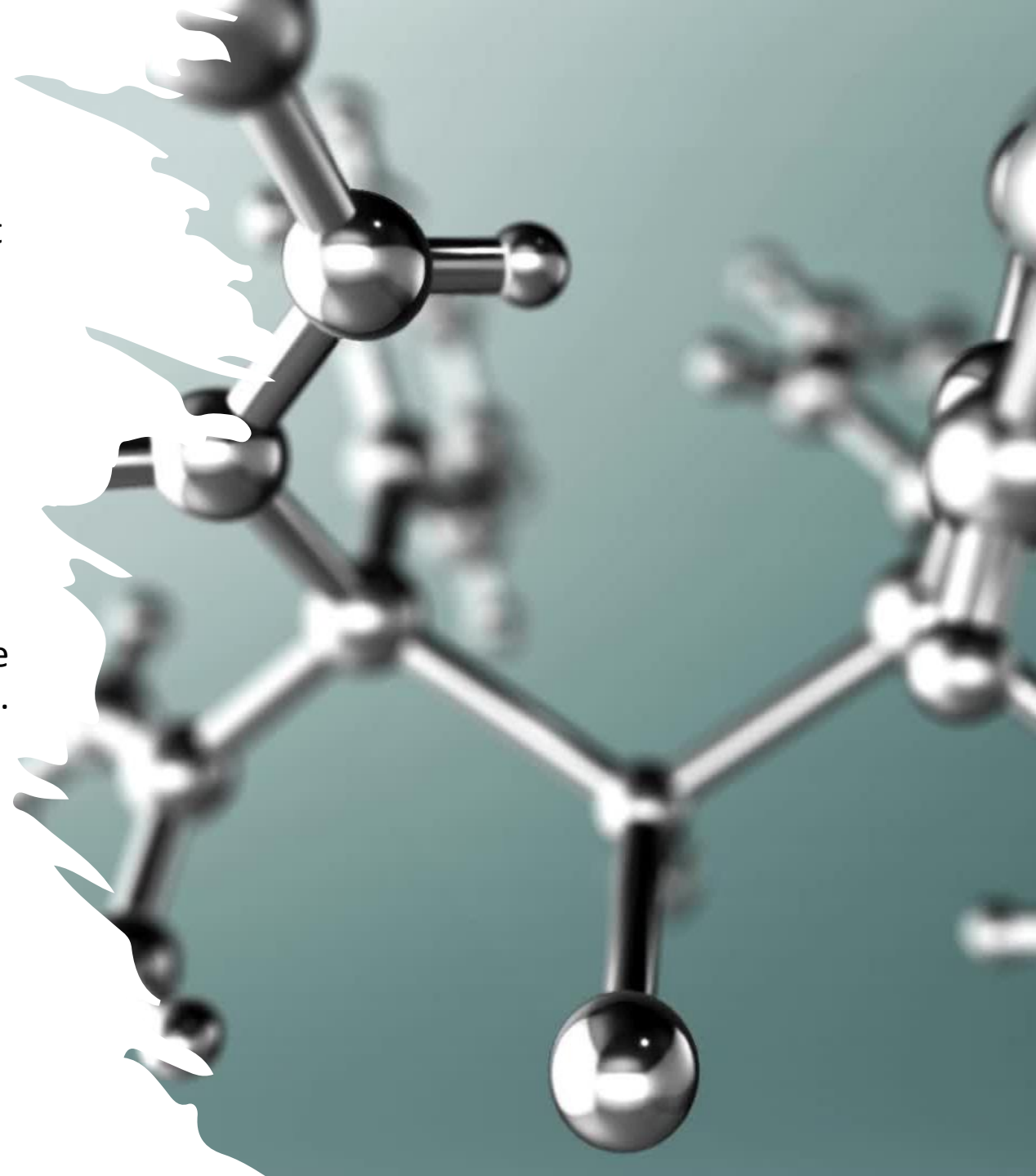
- Rhyngweithio cymdeithasol
- Arfau'r ymmenydd – iaith
- Arall mwy medrus – PDP
- Sgaffaldu

Lev Vygotsky / Jerome Bruner

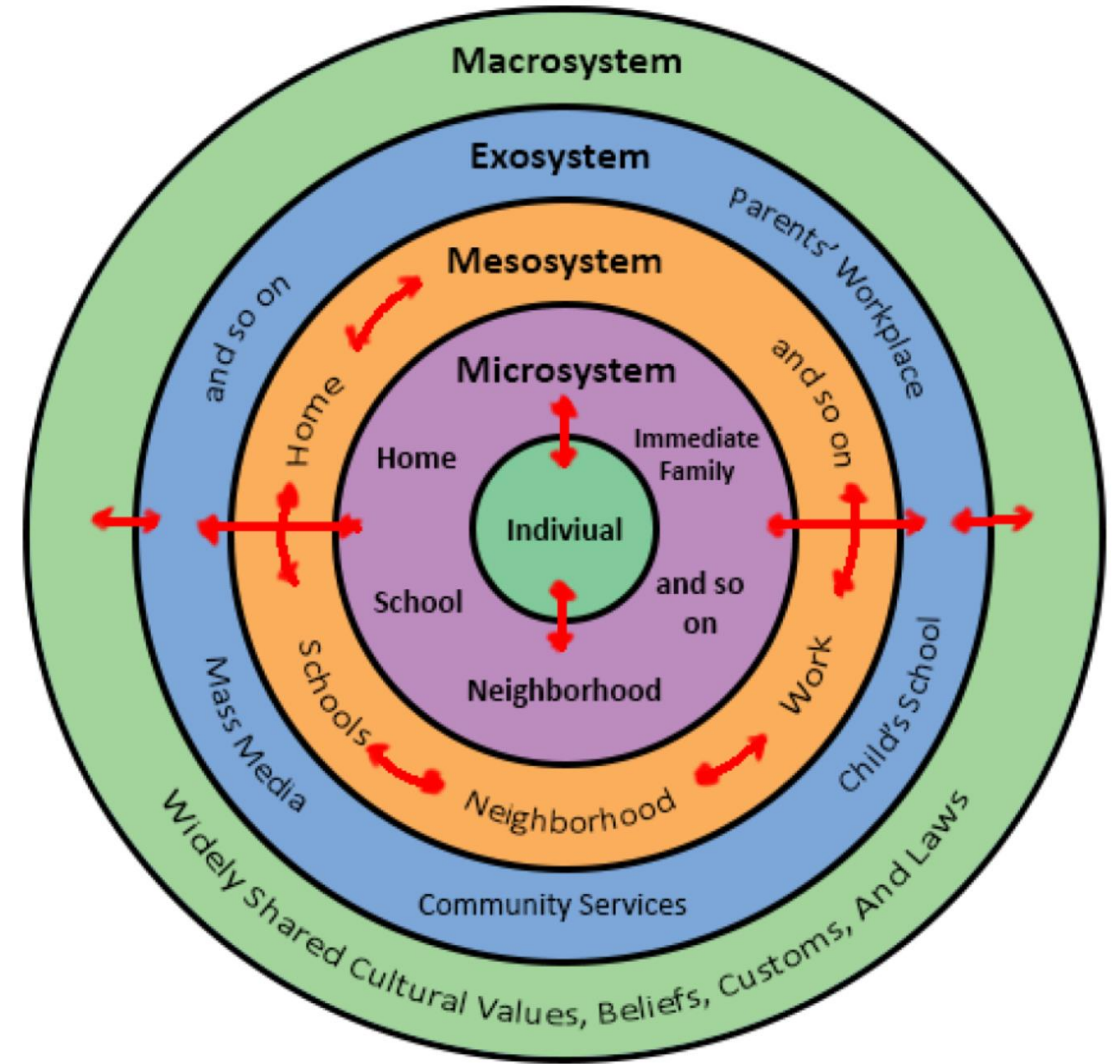
- Social interaction
- Psychological tools – language
- More knowledgeable other ZPD
- Scaffolding

Bronfenbrenner

Bronfenbrenner's bioecological theory of human development is one of the most widely known theoretical frameworks in human development. In spite of its popularity, the notion of culture within the macrosystem, as a separate entity of everyday practices and therefore microsystems, is problematic. Using the theoretical and empirical work of Rogoff and Weisner, and influenced as they are by Vygotsky's sociocultural perspective, we reconceptualize Bronfenbrenner's model by placing culture as an intricate part of proximal development processes. In our model, culture has the role of defining and organizing microsystems and therefore becomes part of the central processes of human development. Culture is an ever changing system composed of the daily practices of social communities (families, schools, neighborhoods, etc.) and the interpretation of those practices through language and communication. It also comprises tools and signs that are part of the historical legacy of those communities, and thus diversity is an integral part of the child's microsystems, leading to culturally defined acceptable developmental processes and outcomes. ([Vélez-Agosto et al 2017](#))



Model System Ecolegol Bronfenbrenner Ecological System Model



Darllen pellach/Further reading: [article-jphip-170.pdf](#)
([gexinonline.com](#))



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Barbara Rogoff



Orienting Concepts 5

FIGURE 1.1

This 6-year-old Mayan (Guatemalan) girl is a skilled caregiver for her baby cousin.

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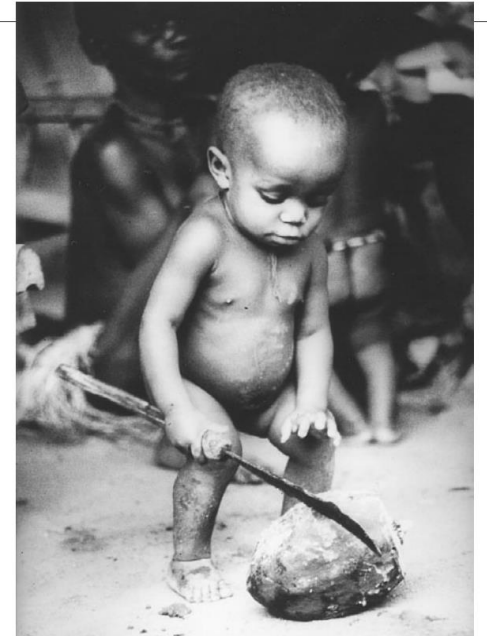


FIGURE 1.2

An Efe baby of 11 months skillfully cuts a fruit with a machete, under the watchful eye of a relative (in the Ituri Forest of the Democratic Republic of Congo).

Barbara Rogoff. *The Cultural Nature of Human Development*. Oxford University Press; 2003. Accessed October 2, 2022. <https://search-ebscohost-com.ezproxy.uwtsd.ac.uk/login.aspx?direct=true&db=nlebk&AN=129710&site=ehost-live>



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Ymddygiadol Behaviourism

1. Pavlov

2. Watson

3. Skinner





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Theori Dewis Glasser

Glasser's Choice Theory

Glasser based his choice theory (1997) upon the belief that the behavior we can control is our own. To Glasser, **four basic psychological needs drive students: the need to belong, the need for power, the need for freedom, and the need for fun.** Once teachers meet these psychological needs, he says, students will behave appropriately. Likewise, if teachers fail to meet those needs, misbehavior will result. Glasser reminds educators that students must freely choose to change their behavior, and not do so because of rewards or punishment; otherwise, they are only acting in the moment to obtain the reward or avoid the punishment. Although educators cannot ultimately control students' behavior, they can still help students satisfy their four psychological needs, and thereby increase the likelihood that students will choose appropriate behavior.

BUCHER, K.T. and M, L.M., 2002. Exploring the foundations of middle school classroom management. *Childhood Education*, **78**(2), pp. 84-90.



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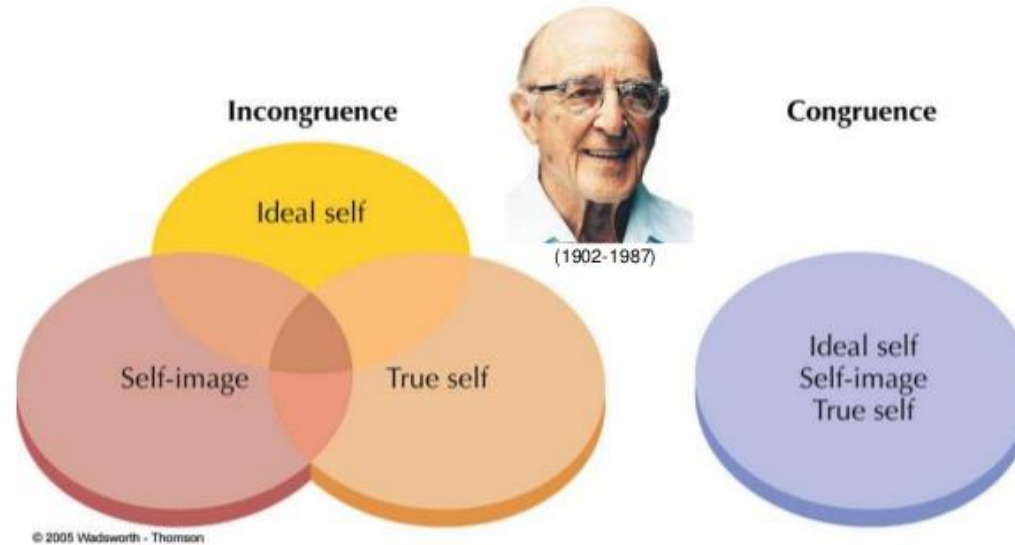
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Dyneiddiol

Humanistic

CARL ROGERS

Carl Rogers' Self Theory



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Darllen pellach/Further reading: https://uk.sagepub.com/sites/default/files/upm-binaries/66131_Mearns.pdf



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Abraham Maslow





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Reggio Emilia

Posibiliadau dysgu di ddiwedd – annog
hunan fri uchel

Hyrwyddwr dysgu/ Cyd ymchwilydd

Yr amgylchedd yw'r trydydd athro

Ymchwil a darganfod

Prosiectau hirdymor

Arsylwi a dogfennu

Ystyriaeth o'r plentyn



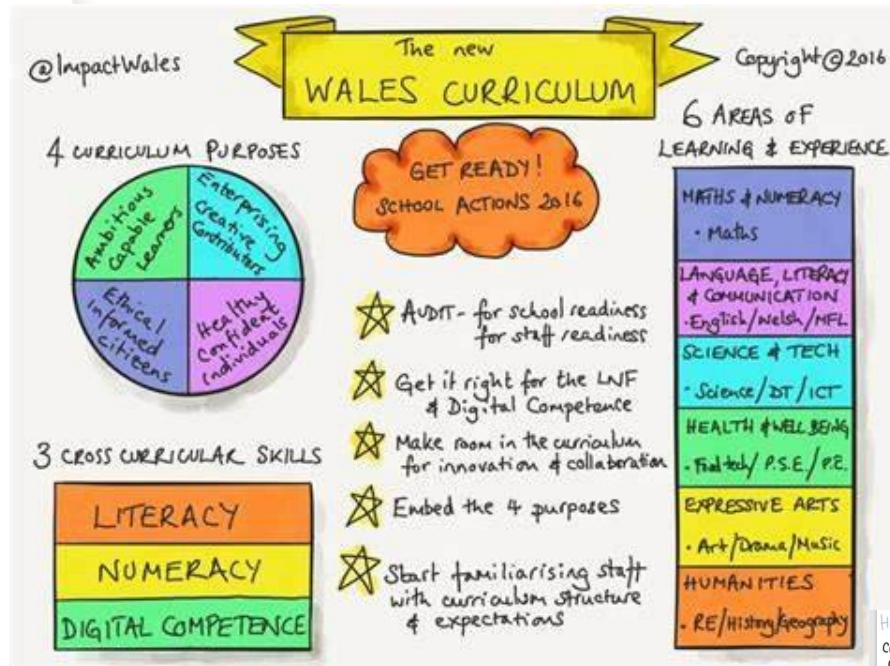
Te Whariki





O ddamcaniaeth i'r dosbarth
From theory to practice

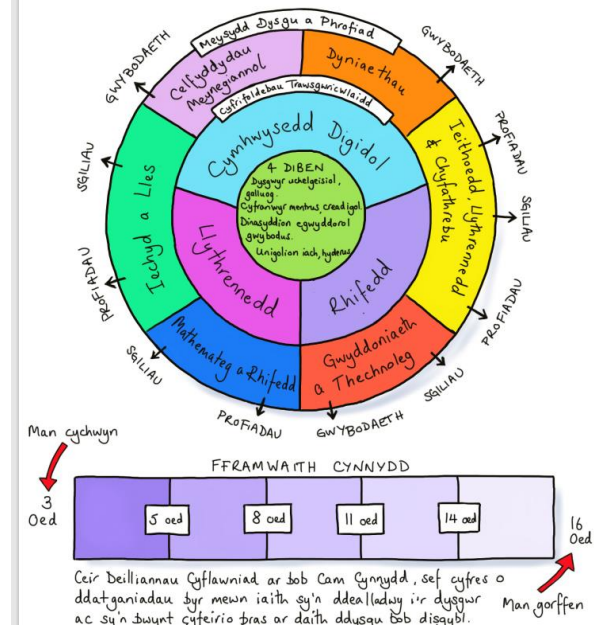
Dylanwad rhain ar
ddulliau cyfredol
How these have
influenced
contemporary
approaches



Haufrain © 2018
Crëwyd gan
@ImpactWales

Cwricwlwm i Gymru

Cwricwlwm trawsnewidiol ar gyfer plant Gymru



Dulliau ffurfiol

Didactic methods

- Cyfeiriadol
- Goddefol
- Rhannu gwybodaeth/ ffeithiau/ sgiliau
- Instructional
- Passive
- Imparting knowledge / facts/ skills





Hyrwyddo'r dysgu

Supporting the learning

- Gweithredol
 - Cyd-adeiladu cysyniadau
 - Trafodaeth
-
- Active participation
 - Co-construct ideas
 - Discussion



Gwobrwyo'r dysgu

Reward the learning

- Ystyriaeth o ymdrech
- Gwobrwyo neu ganmol
- Annog ymrwymiad
- Consideration of effort
- Reward or praise
- Encourages engagement

Rhyddid i ddewis

Freedom to choose

- Rhyddid a pherchnogaeth
- Di-strwythur
- Dim atebolrwydd o ran cynnydd
- Freedom & ownership
- No structure
- No accountability of progress





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Dysgu Sylfaen Foundation Learning



Y Dull Montessori/The Montessori Approach



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Cyfnod Allweddol 2 Key Stage 2





Eich aseiniad (darllen pellach ar Moodle a'r erthyglau a nodwyd yn y cyflwyniad hwn.

Your assignment (further reading on Moodle and articles included in this presentation)



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Tasg gyfeiriol 1

Directed task 1

Ymchwiliwch i waith:

- Yr Athro yr Arglwydd Robert Winston
- Yr Athro Tanya Byron
- Yr Athro Sarah Jane Blakemore

**Gwnewch nodiadau byr
i'w rhannu yn un o'r
darlithoedd nesaf.**

Research the work of:

- *Professor Lord Robert Winston*
- *Professor Tanya Byron*
- *Professor Sarah Jane Blakemore*

***Make brief notes to share in
one of the next lectures.***

Unrhyw
gwestiwn?

Any questions?

