

ECAD4019C Astudiaethau Proffesiynol ac Addysgeg:

Ymchwilio i'r Dysgu: beth, sut a pham rydw i'n addysgu?

Sesiwn 7:

Amserlenni Arsylwi

Agweddau Ymchwil Yr Athrofa

Bod yn sgeptigol

- Deall **tystiolaeth empirig** mewn meysydd a amheuir
- Bod yn ymwybodol o yrwyr gwleidyddol, economaidd a chymdeithasol ar gyfer 'tystiolaeth'

Bod yn foesegol

- Gwybod a defnyddio egwyddorion moesegol ymchwil
- Deall **ymagweddu (positionality)**

Bod yn ymchwilydd crefftus

- Deall dulliau **ansoddol** a **meintiol**
- Gallu llunio dadl yn seiliedig ar dystiolaeth
- Defnyddio sgiliau **darllen beirniadol**

Bod yn rhan o broffesiwn ymholgar

- Cyfrannu'n rhagweithiol at ystod o gynulleidfaoedd
- Cymryd rhan weithredol mewn ymholiadau a chanfyddiadau pob eraill



Nodau'r Sesiwn

- Arfarnu'n feirniadol amserlenni arsylwi enghreifftiol
- Creu'ch amserlen arsylwi eich hunan, sy'n addas at bwrpas

Eich
Cwestiwn
Ymchwil?



The Leuven Scale for Well-being (in learning)

It's time for an honest observation of your students

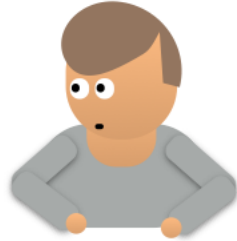
Based on: <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



Extremely low

The child clearly shows signs of **discomfort** such as crying or screaming. They may look **dejected**, **sad**, **frightened** or **angry**. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.



Low

The posture, facial expression and actions indicate that the child does **not** feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is **not** expressed the whole time.



Moderate

The child has a **neutral** posture. Facial expression and posture show little or **no** **emotion**. There are no signs indicating sadness or pleasure, comfort or discomfort.



High

The child shows obvious signs of **satisfaction** (as listed under level 5). However, these signals are not constantly present with the same intensity.



Extremely High

The child looks happy and **cheerful**, smiles, cries out with **pleasure**. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may:

- talk to him/herself,
- play with sounds,
- hum, sing.

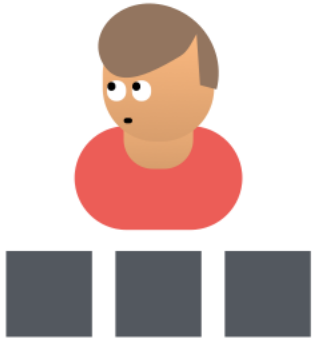
The child appears relaxed. The child expresses **self-confidence** and **self-assurance**.

The Leuven Scale for Involvement (in learning)

It's time for an honest observation of your students

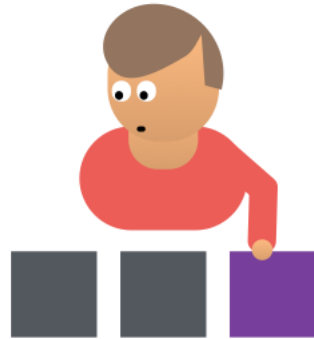
Based on: <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



Extremely low

Activity is simple, **repetitive** and passive. The child seems **absent** and displays no energy. They may stare into space or look around to see what others are doing.



Low

Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be **moments of non-activity** when they will stare into space, or be distracted by what is going on around.



Moderate

Mainly continuous activity. The child is **busy** with the activity but at a fairly **routine** level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and **can be easily distracted**.



High

Continuous activity with **intense moments**. The child's activity has intense moments and at all times they seem involved. They are **not easily distracted**.



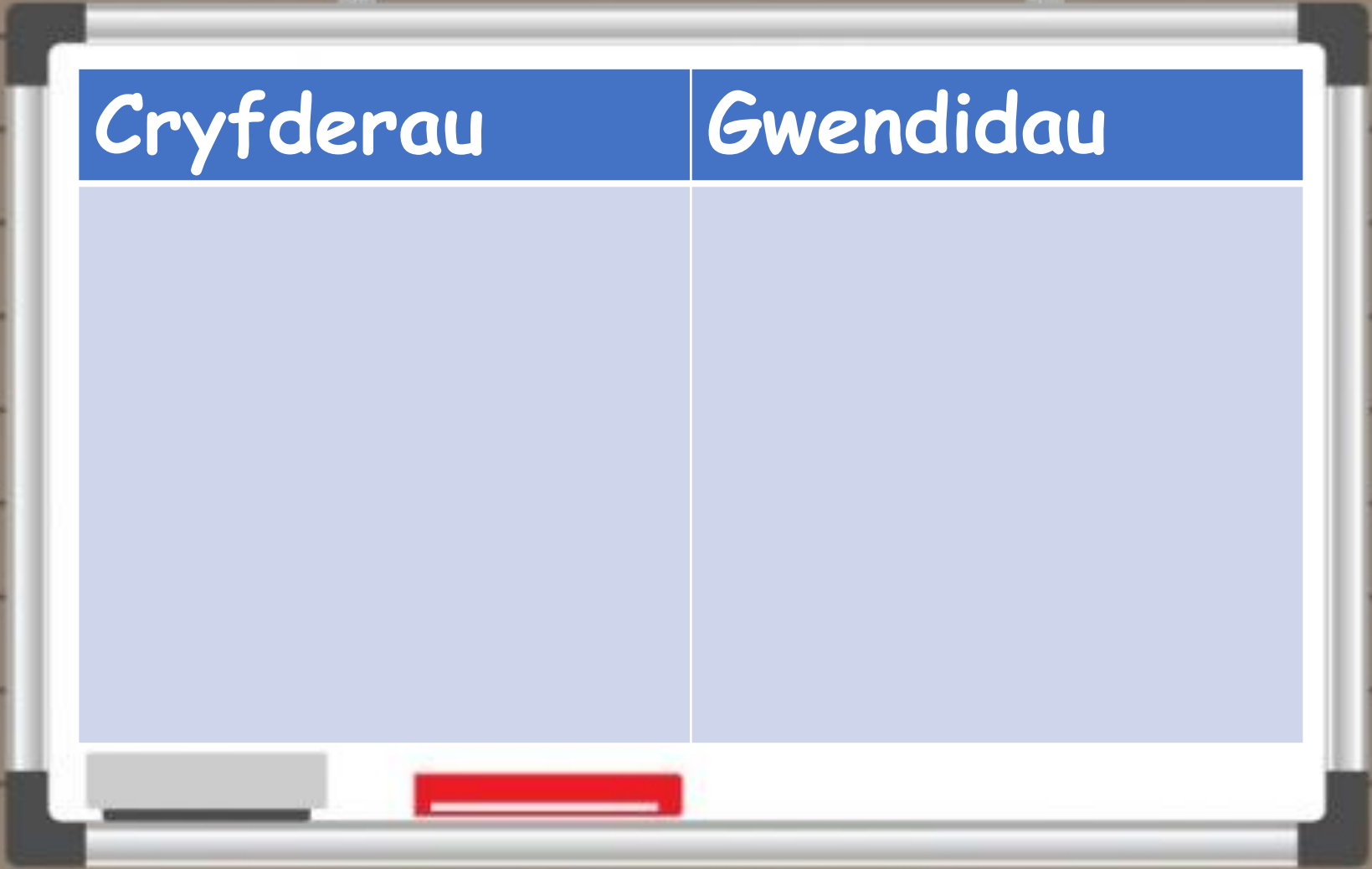
Extremely High

The child shows **continuous and intense activity** revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.



**BETH
RYDYCH
CHI
WEDI EI
DDYSGU?**

Gan gofio cynnwys ein sesiwn flaenorol, edrychwch ar yr amserlenni arsylwi enghreifftiol a ddarperir ar yr ychydig sleidiau nesaf. Gwnewch nodyn o gryfderau a gwendidau'r amserlenni.



Cryfderau

Gwendidau

Enghraifft 1/Example 1:



Taflen Arsylwi 1

Cyfranogwyr	Cyfranogwr D	Cyfranogwr R	Cyfranogwr Z
Cylchdro 1 Pen a phapur	- Ar dasg - Gweithio yn unigol - Cyrraedd Her Werdd	- Ar dasg - Gweithio yn unigol - Cyrraedd Her Werdd - Dechrau canu wrth weithio	- Eistedd ar y gadair yn fler - Ar dasg - Bach llai o ganolbwyntio – siarad gyda ffrindiau - Cyrraedd Her Werdd - Mynd draw i'r cynorthwydd i orffen y dasg.
Cylchdro 2 Tasg Llinyn ac adnoddau	- Ar dasg – trefnu yn syth - Canolbwyntio drylwi trwy'r holl dasg - Defnyddio bysedd i helpu mesur y llinyn - Cyrraedd Her Werdd	- Edrych ar y llinyn yn manwl - Canolbwyntio yn drylli trwy'r dasg - Her Werdd – edrych am adnoddau ac amcangyfrif - Eisiau parhau gyda'r gwaith ar ol i'r wers dod i ben	- Ar dasg, gweithio yn annibynnol - Defnyddio adnoddau trefnu yn dda - Cyrraedd Her Werdd - Agwedd – gweld yn mwynhau
Ymateb yr ymchwilydd	Ar dasg yn y ddau weithgaredd Bach fwy o ymrwymiad / mwynhad yn y tasg ymarferol	Ar dasg ar y ddau weithgaredd Eisiau parhau ar y dasg ymarferol wrth i'r wers orffen, felly bach fwy o ymrwymiad yn y rhan yma	I weld bach yn well ar y dasg ymarferol, gan bod y canolbwyntiad yn well Gweithio'n dda yn annibynnol

Taflen Arsylwi 2

Cyfranogwyr	Cyfranogwr E	Cyfranogwr M	Cyfranogwr G
Tasg 1 (ymarferol)	- Trefnu'n syth ac ar dasg. - Edrych fel oedd mwy o ddiddordeb ganddi yn y tasg yma na'r tasg diwethaf.	- Dim canolbwyntiad o gwbl, chwarae o gwmpas hyd yn oed ar ol cael ei atgoffa. - Doedd o ddim ar dasg yn aml.	- Methu gosod o fach i fawr heb gymorth – doedd dim dealltwriaeth ganddi, doedd dim llawer o ganolbwyntiad chwaith. - Gweld yn anodd i amcangyfrifo yn gywir ac yn synhwyrol. - Dim canolbwyntiad.
Tasg 2 (pen ar bapur)	- Cymhlethu centimetrau a metrau - Ar dasg, wedi cwblhau gwaith ond, fel petai nad oedd llawer o ddiddordeb ganddi yn y dasg.	- Fel petai wedi diflasu'n llwyr. - Tawel, dim llawer o ganolbwyntiad. 7 munud heb wneud unrhyw beth o'r gwaith.	- Amcangyfrif yn synhwyrol iawn. - Ar dasg. - Wedi dechrau deall y tasg.
Ymateb yr ymchwilydd	Mi oedd hon yn gwblhau'r tasgau o fewn yr amser ond i ffwrdd o dasg yn aml ac wedi diflasu yn gyson.	- Diflasu ac i ffwrdd o dasg yn aml.	- Sgiliau wedi gwella erbyn diwedd y wers. - Mwy o ganolbwyntiad yn ystod yr ail dasg – mwy o ddealltwriaeth o bosib?

Arsylwi

Plentyn 1

Gweithred	Nifer o gyfrifau
Codi llaw	2
Troi mwy na 90° i gysylltu efo cyfaill	2
Troi llai na 90° i gysylltu efo cyfaill	1
Gweiddi mas yr ateb	0
Edrych o gwmpas yr ystafell	0
Egniöl (e.e.. aflonyddwch)	1

Plentyn 2

Gweithred	Nifer o gyfrifau
Codi llaw	5
Troi mwy na 90° i gysylltu efo cyfaill	4
Troi llai na 90° i gysylltu efo cyfaill	2
Gweiddi mas yr ateb	0
Edrych o gwmpas yr ystafell	1
Egniöl (e.e.. aflonyddwch)	2

Plentyn 3

Gweithred	Nifer o gyfrifau
Codi llaw	3
Troi mwy na 90° i gysylltu efo cyfaill	4
Troi llai na 90° i gysylltu efo cyfaill	1
Gweiddi mas yr ateb	1
Edrych o gwmpas yr ystafell	1
Egniöl (e.e.. aflonyddwch)	5

Graddfa Leuven

Lefel	Ymglymiad	Arwyddion
1	Isel iawn	Gweithgaredd syml, ailadroddus ac yn oddefol. Mae'r plentyn yn ymddangos yn absennol ac nid yw'n dangos egni. Mae'n bosib eu bod yn syllu i'r gofod neu'n edrych o gwmpas yr ystafell i weld beth mae'r eraill yn eu gwneud.
2	Isel	Gweithgaredd a chaiff ei ymyrryd yn aml. Fe ymglymwyd y plentyn am ychydig o'r amser eu caiff eu harsylwi amdano, ond fe fydd adegau o di-gweithgaredd pan fydden nhw yn syllu i'r gofod, neu'n cael ei ymyrryd gan yr hyn sydd yn digwydd oddi gwmpas.
3	Canolig	Gweithgaredd parhaus yn bennaf. Mae'r plentyn yn brysur gyda'r gweithgaredd ond ar lefel eithaf arferol ac nid oes llawer o arwyddion o gyfranogiad go iawn. Maent yn gwneud rhywfaint o gynnydd gyda'r hyn y maent yn ei wneud ond nid ydynt yn dangos llawer o egni a chanolbwyntio a gellir tynnu eu sylw yn hawdd.
4	Uchel	Gweithgaredd parhaus gyda digwyddiadau dwys. Mae gweithgaredd y plentyn efo digwyddiadau dwys ac maen nhw'n ymddangos eu bod yn ymrwymo â'r wers trwy'r amser. Nid yw'n hawdd ymyrryd ar eu sylw.
5	Uchel iawn	Mae'r plentyn yn dangos gweithgaredd parhaus a dwys gan ddatgelu'r ymglymiad mwyaf. Maent yn canolbwyntio'n drylwyr, yn greadigol, yn egniöl ac yn barhaus trwy gydol yr holl gyfnod a arsylwyd.

Enghraifft 2/Example 2:

Cryfderau a Gwendidau



Checklist Observer: XXX

Context:
Year 1. During this lesson the children were playing a bingo based on transport. The children each took a turn to choose a card and see if it matches their board. They worked outside on a table.

[illegible]

Enghraifft 4/Example 4:

Cryfderau

Gwendidau

The Leuven Scales Group Two Minute Observation Sheet

Date: 27/01/2020

Time: 9am

Area of Learning
LLC
What is being observed? Engagement
What is the child doing? Traverse

1. **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
2. **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
3. **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
4. **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
5. **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense.

Pupils:	<i>Listening</i> 2 Minutes	<i>Talking</i> 4 Minutes	<i>Listening</i> 6 Minutes	<i>Talking</i> 8 Minutes	10 Minutes
<i>JE</i> Child A	5	5	5	5	5
<i>IL</i> Child B	5	5	5	5	4
<i>LE</i> Child C	4	4	3	2	1

Enghraifft 5/Example 5:



Appendix A Blank Observation Notes Form

Observation Notes

Date:
Lesson details:
Classroom environment: (Focusing on the general engagement of the whole class).
Student 1 Leuven Scale of Involvement score: Leuven Scale of Well-being score: Other comments:
Student 2 Leuven Scale of Involvement score: Leuven Scale of Well-being score: Other comments:
Student 3 Leuven Scale of Involvement score: Leuven Scale of Well-being score: Other comments:

Enghraifft 6/Example 6:



Observation sheet and key template

Checklist Observer:

Time Scale:

Content:

	Pupil A	Pupil B	Pupil C
Start of the task	1-	1-	1-
	2-	2-	2-
	3-	3-	3-
	4-	4-	4-
During the task	1-	1-	1-
	2-	2-	2-
	3-	3-	3-
	4-	4-	4-
End of the task	1-	1-	1-
	2-	2-	2-
	3-	3-	3-
	4-	4-	4-
Overall Behaviour (through <i>mode</i>)			

Additional Comments	Pupil A	Pupil B	Pupil C

Enghraifft 7/Example 7:

Cryfderau

Gwendidau

A - I believe that role-play & rehearsal damages his engagement, but questioning & other tasks raises it

Q. Does role-play increase levels of pupil engagement within a KS3 classroom?

Name of Observer: [redacted] Date: 4/2/20.

Context: Y7 DEAMA. - silent, am-patient observation.
- Role-play - all 3 case pupils are 'directors'

Rate from 1-5*	Child A	Child B	Child C
The Leuven Scale™ for well-being and involvement, introduction	4	2	2
What is Mythology?	3	2	2
Involvement in, and attitude towards the starter task	3	2	2
Link the photos - what's the story?	3	2	2
Engagement in questioning - how much effort is put into their answers during/post starter?	5	4	2
Involvement in, and attitude towards the main role-play activity - rehearsal	2	4	4
Engagement in questioning - how much effort is put into their answers during/post role play?	2	4	4
Including Performance	3	4	3
The Leuven Scale™ for well-being and involvement, ending	3	4	3
Plenary - Questioning	3	4	3

*1 - Extremely Low; 2 - Low; 3 - Moderate; 4 - High; 5 - Extremely High

Key aspects of observed lesson:

Introduction: pupils enter the room in their usual manner. The first row of the observation sheet is completed during this phase using the Leuven Scale for well-being and involvement; this scale should be adapted for KS3 students.

Starter task: This task is any, usual, NON-role-play activity. Pupils attitudes during this task are to be observed in this phase and the second row is to be completed.

Questioning 1: Post-starter task activity, checking what pupils have learnt in their starter task. 3 case pupils will be picked on for questioning as well as other students.

Role-play task: This task is a role-play activity, during which there is a clear learning objective. The role-play activity will not teach the same content as the starter activity, but content which naturally follows. Pupils' involvement and engagement in the role-play activity is to be observed and the fourth row is to be completed during this task.

Questioning 2: Post-role-play task activity, checking what pupils have learnt during the role-play task. 3 case pupils again will be picked on for questioning (with an attempt for it not to be obvious), as well as other students.

Ending: The final phase of the lesson is to be completed in the usual manner. The final row of the observation sheet is to be completed during this phase, again using the Leuven Scale.

Handwritten notes:

- A - Don't seem to be engaged
- B - OK - good
- C - Attempting to lead but being over-ruled by stronger more engaged members
- A's behavior improved when I, silent obs, was close to him. Instant behavior increase.
- obviously bored when being obs. can hear.
- B did raise hand for first time in the lesson, but was not chosen to answer.
- Visibly enjoying role-play over any other task.
- all disengaged, but a passive & unresponsive.
- (B) is disengaged & talkative during role-play, but then picks up during questioning.
- Referring to class, not to Leuven Scale, but engaged.

Enghraifft 8/Example 8:

Research Lesson 1. Teacher: [redacted] Observer: [redacted]

Lesson Context: Telling the time to o'clock, quarter past, half past and quarter to. 25min introduction using two questioning strategies (hands up and mini whiteboards). 15min core activity (drawings hands on blank clock faces to convey an understanding of time). 10min plenary (self-assessing work and marking questions as a class).



INVOLVEMENT LEVELS WITHOUT USE OF MINI WHITEBOARDS															
	CHILD 1					CHILD 2					CHILD 3				
Overall Score as observed (1-5)	5 – Extremely high The child is continuously engaged in the activity and completely absorbed in it.					4 – High There are clear signs of involvement, but these are not always present to their full extent.					3 – Moderate The child is busy the whole time, but without real concentration.				
Score as observed every minute (1-5)	5	5	5	5	5	5	5	4	3	3	5	5	2	2	3
	4	5	5	5	4	4	4	4	5	4	3	3	2	1	1
Additional comments	- Child raised hand for all teacher introduction questions. - Child was eager to participate in hands up questioning activity. - Child maintained a very high work ethic throughout the activity. - Child responded very swiftly to behaviour management and classroom transitions.					- Child raised hand for some of the teacher introduction questions. - Child was slow to write the learning objective during mini plenary before use of mini whiteboards. - Child was eager to participate and was not distracted by peers. - Child responded very swiftly to behaviour management and classroom transitions.					- Child was initially very eager to respond to hands up questioning and answered the teacher's first question. - Child was very slow to write the learning objective during mini plenary before use of mini whiteboards. - Child responded well to questioning when directly asked but was otherwise quite easily distracted. - Child became disengaged after altercation with another nearby pupil.				

Enghraifft 9/Example 9:

Cryfderau

Gwendidau

Date: 4/2/20

Observer: [redacted]

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Business Studies - Designing a business including marketing mix

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude		X	
	No goal-orientated activity, aimless actions, not producing anything		X	
	No sign of interest		X	
2. Low	Limited concentration		X	
	Is easily distracted		X	
	Actions only leads to limited results		X	
3. Moderate	Routine actions: is not absorbed in the activity			X
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent			
4. High	Is engaged in the activity			X
	Most of the time there is real concentration but with brief moments of distraction	X		XX
	Is motivated and challenged	X		X
5. Extremely High:	Is absolutely focused	X		X
	Is highly motivated and consistently on task	X	X	X
	Shows precision, attention to detail and works to full capabilities	X	X	X

Additional Comments

a. Totally on task, actively contributing to group work

b. Mostly distracted with moments of being on task.
Only contribute verbally.

c. Mostly on task despite rest of group not participating.
Being distracted by group members. Main contributor

Enghraifft 10/Example 10:



Observation Schedule

Research Question: Do pupils in KS2 display greater involvement in a task when placed into mixed ability groups?

Name of observer: XXX

Date: 03.02.20

Time: 10.50am

Section A

Context

Year Group: Year 5

Lesson: ~~Mathematics~~ – Problem Solving

Objectives: To work collaboratively to solve a problem

Success Criteria:

Ability of pupil X: Low

Y: Moderate

Z: High

Number of pupils in group: 6

Section B

Level of involvement:

	Extremely low			low			moderate			high			Extremely high		
Phase	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Pupil X															
Pupil Y															
Pupil Z															

Section C

Pupil observed participation and interactions:

Did the Pupil...?	X					Y					Z				
Scale	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support others in the group															
Lead discussion															
Dominate discussion															
Value others input															
Communicate ideas clearly															

Linkert Scale: 1 = Always, 2= Often, 3= Sometimes, 4= Rarely, 5= never

Section D

Additional observations:

Pupil X: Lost engagement during the opening- maybe lacks understanding – didn't give any ideas – no input – arguing over seats – waiting for help from others

Pupil Y: Eager to answer questions

Pupil Z: Eager to answer questions – taken over – listening to others that are helping – Worked independently to work out all the factors – worked hard placing chairs and worked out the perimeter independently and enthusiastically.

General: MA had to intervene as the group was struggling to begin. Group was off task quite a lot.

Rhai pethau rydych efallai wedi eu hystyried...

- Sut orau y gallwch lunio amserlen arsylwi er mwyn mynd i'r afael â ffocws eich ymchwil chi?
- Gan ddefnyddio Graddfa Leuven pa mor aml y byddech yn cofnodi sgôr ar gyfer pob plentyn o fewn eich sampl?
- A yw'n bwysig cael lle i recordio arsylwadau ychwanegol? Pam? Pa fath o faterion y byddech yn canolbwyntio arnynt?





Tasg Gyfeiriol 7

Directed Task 7

Creu'ch amserlen
arsylwi eich hunan

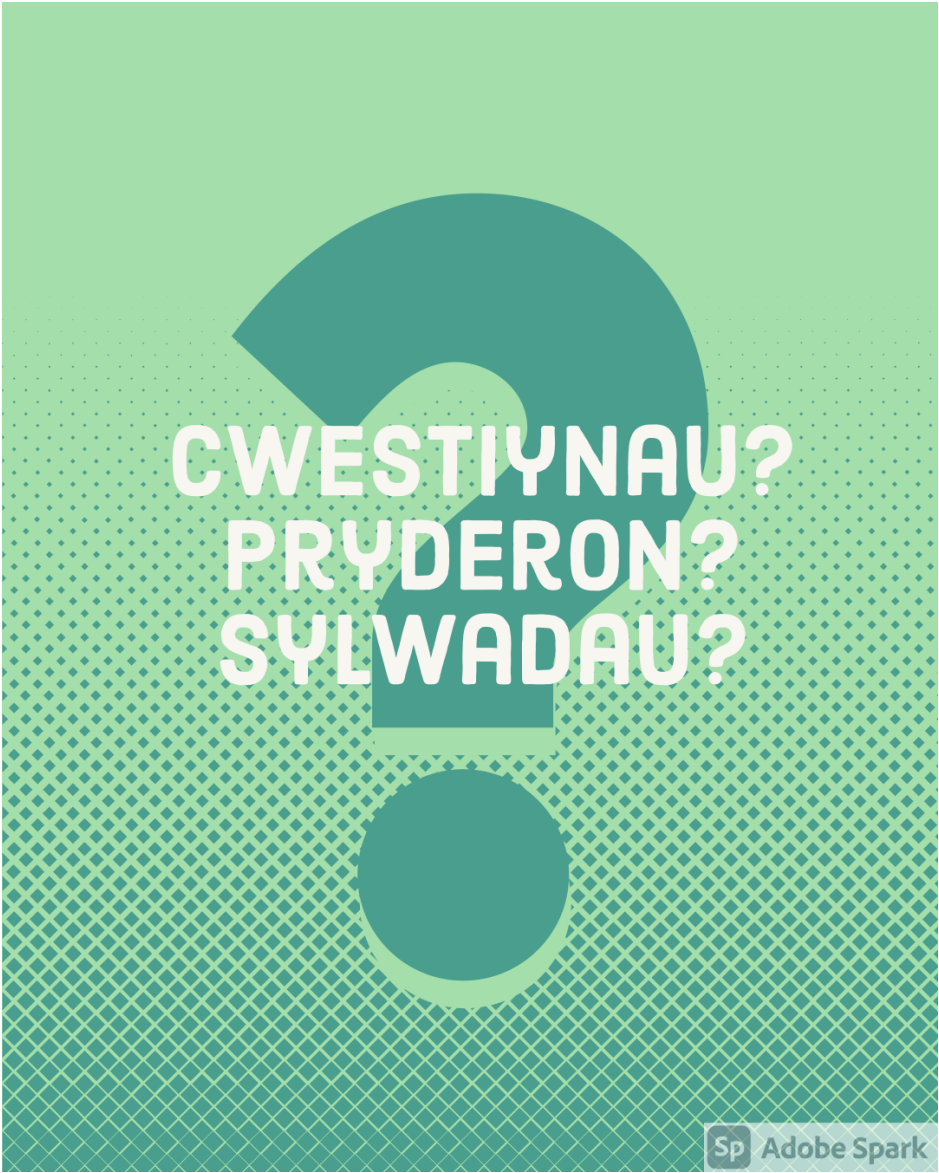
Create your own
observation schedule



Rhannwch



rh



CWESTIYNAU?
PRYDERON?
SYLWADAU?