ECAD7004C: Ymchwilio i'r Dysgu: beth, sut a pham rydw i'n addysgu?

Sesiwn 3

Nodyn Atgoffa

Gwaith cwrs (100%): aseiniad ysgrifenedig unigol

Prosiect ymchwil - astudiaeth gwers

(5000 o eiriau ynghyd â chyflwyno ffurflen moeseg – 17/12/19)

Dyddiad cyflwyno: 21/02/20 (erbyn 23.59)

Astudiaeth Gwers

Astudiaeth Gwers (1)

Model ar gyfer dysgu proffesiynol yw astudiaeth gwers, sy’n digwydd yn yr ystafell ddosbarth ar y cyd gydag athrawon eraill.

Mae dau neu fwy o athrawon yn gweithio gyda'i gilydd, yn datblygu arfer yn y dosbarth, yn canolbwyntio ar anghenion a dysgu disgyblion go iawn ac yn ceisio datrys problem sy'n seiliedig ar addysgu neu ddysgu sy'n effeithio ar gynnydd disgyblion;

Astudiaeth Gwers (2)

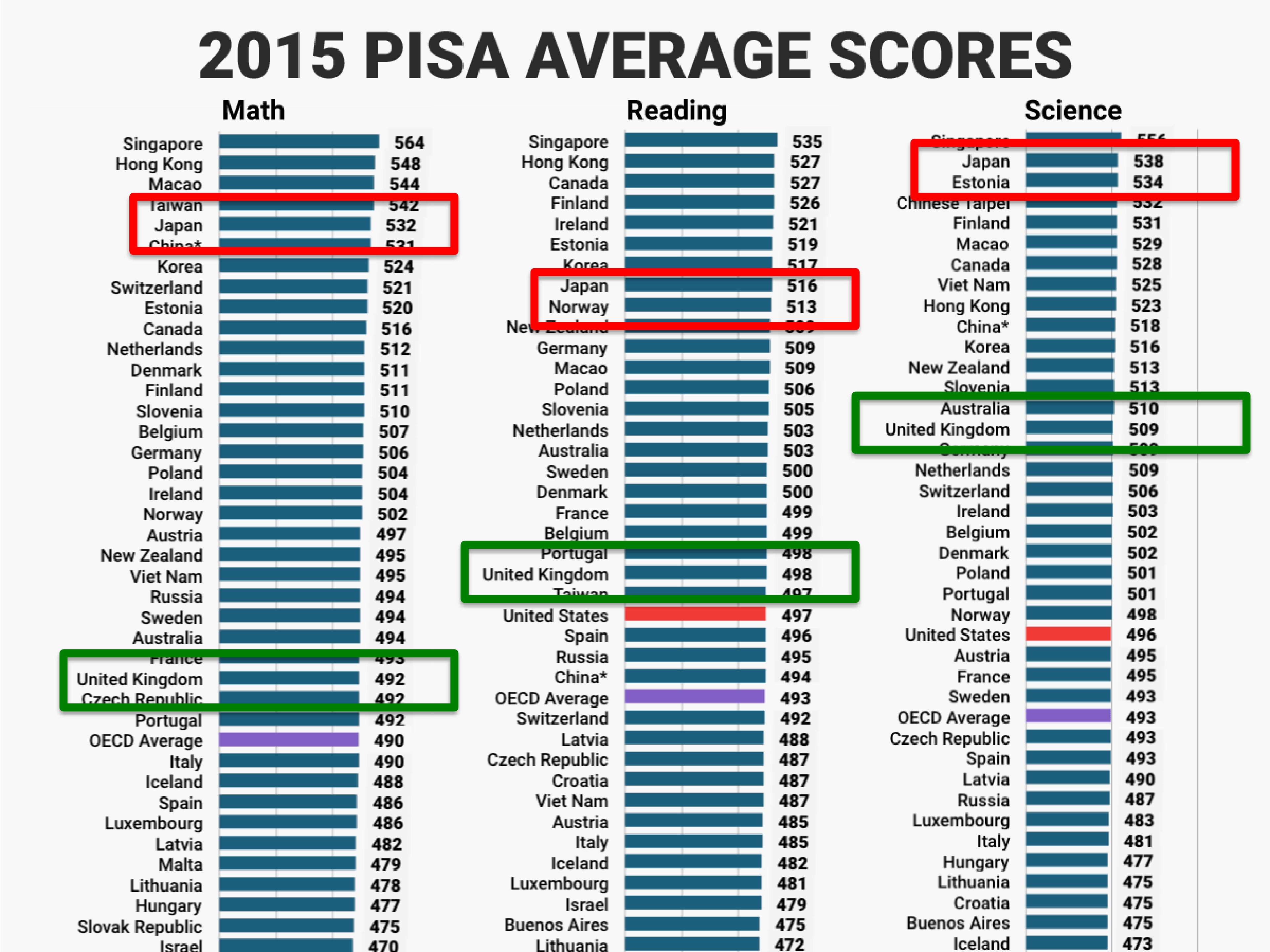
- Mae athrawon yn cymryd rhan mewn datblygu techneg addysgu sydd wedi'i chynllunio i wella agwedd benodol ar ddysgu ar gyfer disgyblion a nodwyd;
- Mae athrawon yn cadw cofnod o'r hyn y maent yn ei ddysgu ac yn trosglwyddo'r wybodaeth am arferion a enillant i eraill.

- Mae'n seiliedig ar y rhagosodiad mai'r ffordd orau i wella addysg yw i "*get teachers together to study the processes of teaching and learning in classrooms, and then devise ways to improve them*" (Fernandez & Yoshida, 2004)

Fernandez, C. & Yoshida, M. (2004). *Lesson study: A Japanese approach to improving mathematics teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Datblygwyd y broses yn Siapan.

Pam y gallai athrawon yn y DU feddwl y gallai dilyn esiampl Siapan fod yn syniad da?


2015 PISA AVERAGE SCORES
Math
Singapore 564
Hong Kong 548
Macao 544
Taiwan 542
Japan 532
China* 531
Korea 524
Switzerland 521
Estonia 520
Canada 516
Netherlands 512
Denmark 511
Finland 511
Slovenia 510
Belgium 507
Germany 506
Poland 504
Ireland 504
Norway 502
Austria 497
New Zealand 495
Viet Nam 495
Russia 494
Sweden 494
Australia 494
France 493
United Kingdom 492
Czech Republic 492
Portugal 492
OECD Average 490
Italy 490
Iceland 488
Spain 486
Luxembourg 486
Latvia 482
Malta 479
Lithuania 478
Hungary 477
Slovak Republic 475
Israel 470
Reading
Singapore 535
Hong Kong 527
Canada 527
Finland 526
Ireland 521
Estonia 519
Korea 517
Japan 516
Norway 513
Germany 509
Macao 509
Poland 506
Slovenia 505
Netherlands 503
Australia 503
Sweden 500
Denmark 500
France 499
Belgium 499
Portugal 498
United Kingdom 498
Taiwan 497
United States 497
Spain 496
Russia 495
China* 494
OECD Average 493
Switzerland 492
Latvia 488
Czech Republic 487
Croatia 487
Viet Nam 487
Austria 485
Italy 485
Iceland 482
Luxembourg 481
Israel 479
Buenos Aires 475
Lithuania 472
Science
Japan 538
Estonia 534
Chinese Taipei 532
Finland 531
Macao 529
Canada 528
Viet Nam 525
Hong Kong 523
China* 518
Korea 516
New Zealand 513
Slovenia 513
Australia 510
United Kingdom 509
Netherlands 509
Switzerland 506
Ireland 503
Belgium 502
Denmark 502
Poland 501
Portugal 501
Norway 498
United States 496
Austria 495
France 495
Sweden 493
OECD Average 493
Czech Republic 493
Spain 493
Latvia 490
Russia 487
Luxembourg 483
Italy 481
Hungary 477
Lithuania 475
Croatia 475
Buenos Aires 475
Iceland 473

Pam Astudiaeth Gwers?

- Mae'n annog cydweithio a myfyrio;
- Mae athrawon yn berchen ar eu DPP, gan ddewis eu cwestiwn ymchwil eu hunain;
- Mae'n seiliedig ar dystiolaeth;
- Mae'n defnyddio llais y disgybl i ddatblygu ansawdd yr addysgu.

TEACHER DEVELOPMENT TRUST NETWORK

Lesson Study

1. Plan
- **Plan** a lesson together.
- Address each activity to your enquiry question and **predict** how pupils will react and how you will assess this.
- Pick 3 **case pupils.**

2. Observe
- **Teach** the lesson with your colleagues observing.
- Pay particular attention to the **case pupils.**
- Conduct any **assessments** and/or **interviews** during & after.

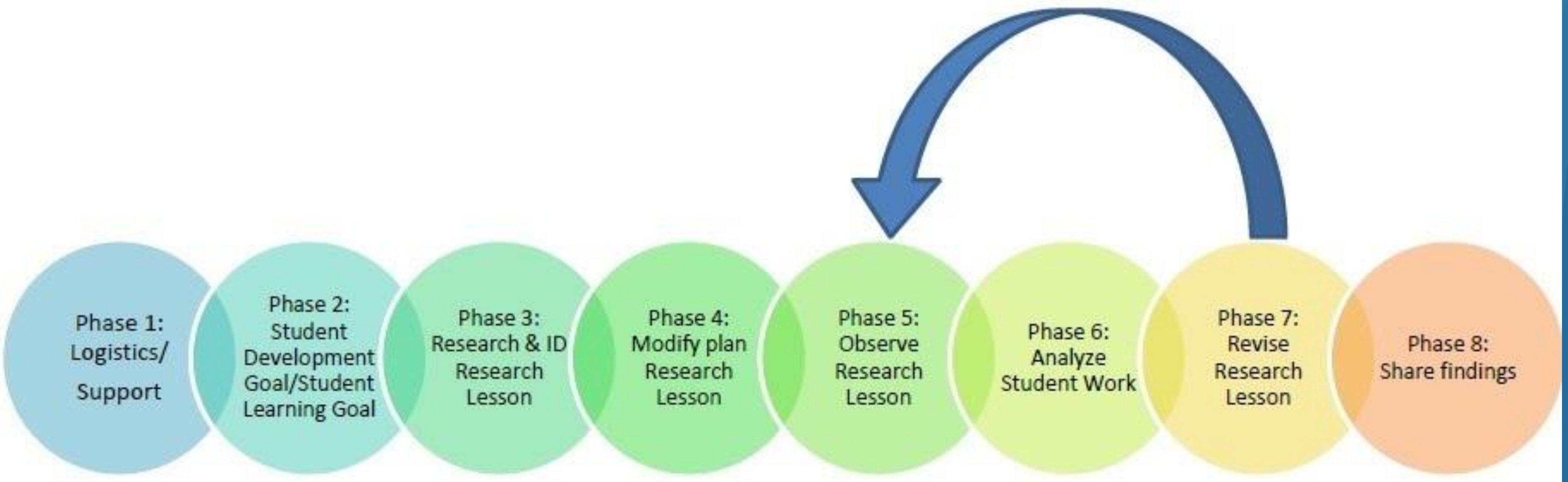
3. Reflect & Plan
- As soon after the lesson as possible, **reflect** how each activity elicited the sought-after change. Were your **predictions** correct? Why?

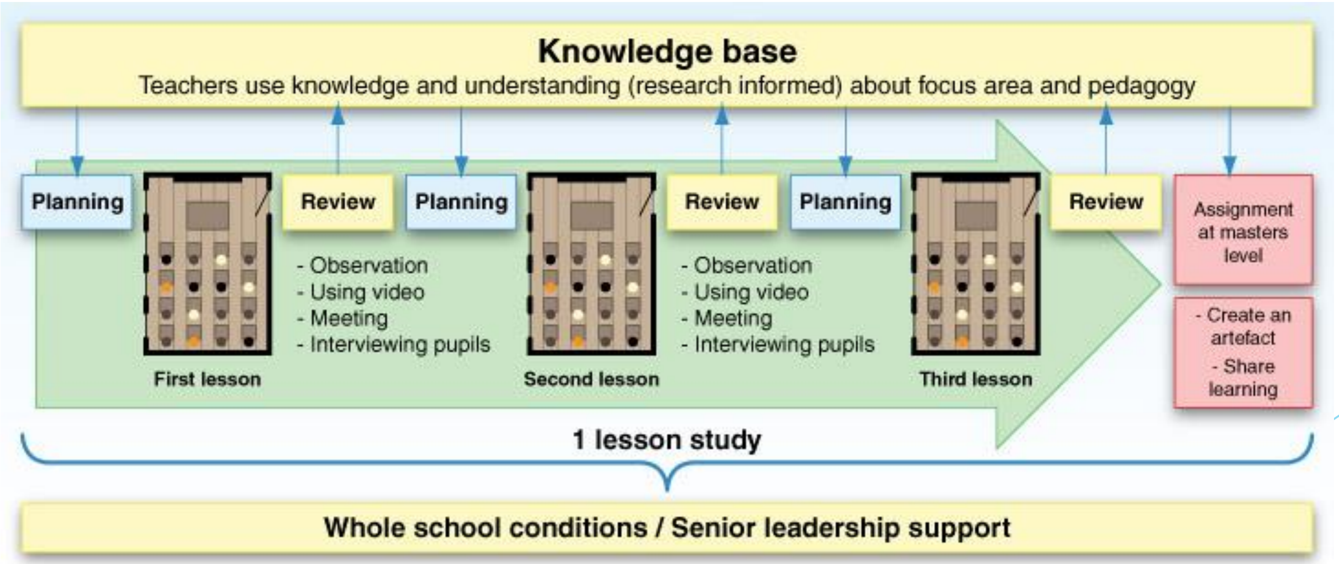
Astudiaeth Gwers

- https://www.youtube.com/watch?v=7YdugNFsfHo&t=64s

Astudiaeth Gwers - sut mae'n gweithio?

- Penderfynu ar ffocws bwriadedig yr astudiaeth;
- Cynlluno gwers sy'n cynnwys y ffocws hwn;
- Dysgu’r wers ac arsylwi'r dysgu;
- Adolygu’r wers a'i heffaith ar y disgyblion (gan gynnwys llais y disgyblion);
- Diwygio ac addasu’r wers;
- Dysgu’r ail wers ...


Phase 1: Logistics/ Support
Phase 2: Student Development Goal/Student Learning Goal
Phase 3: Research & ID Research Lesson
Phase 4: Modify plan Research Lesson
Phase 5: Observe Research Lesson
Phase 6: Analyze Student Work
Phase 7: Revise Research Lesson
Phase 8: Share findings


Knowledge base
Teachers use knowledge and understanding (research informed) about focus area and pedagogy
Planning
Review
Planning
Review
Planning
Review
Assignment at masters level
- Observation
- Using video
- Meeting
- Interviewing pupils
- Observation
- Using video
- Meeting
- Interviewing pupils
- Create an artefact
- Share learning
First lesson
Second lesson
Third lesson
1 lesson study
Whole school conditions / Senior leadership support

Sut gallai astudiaeth gwers weddnewid agwedd ar fy ymarfer?

Astudiaeth Gwers

- http://lessonstudy.co.uk/what-is-lesson-study/

Cefndir: Peter Dudley

- http://lessonstudy.co.uk/2014/09/lesson-study-professional-learning-for-our-time-read-pete-dudleys-resume-of-the-case-for-lesson-study-made-in-his-new-book-out-on-10-september-which-can-be-ordered-at-httpwww-routledge-comb/

Tasg Gyfeiriol 2

Mae angen i chi wneud rhywfaint o ddarllen:

Darllenwch Sachs (2010) Learning to improve or improving learning.

Gweler Moodle am gysylltiad uniongyrchol â’r pdf.

Unrhyw gwestiynau?

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