

Cymhelliant, Meddylfryd, Effeithiolrwydd a Hunan- ddelwedd

ECAD 5007
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Sitting in a 3.8-metre sea
kayak and watching
a four-metre great
white approach you is
a fairly tense experience

MOTIVATION

If there is a better reason to paddle, I don't know what it is.

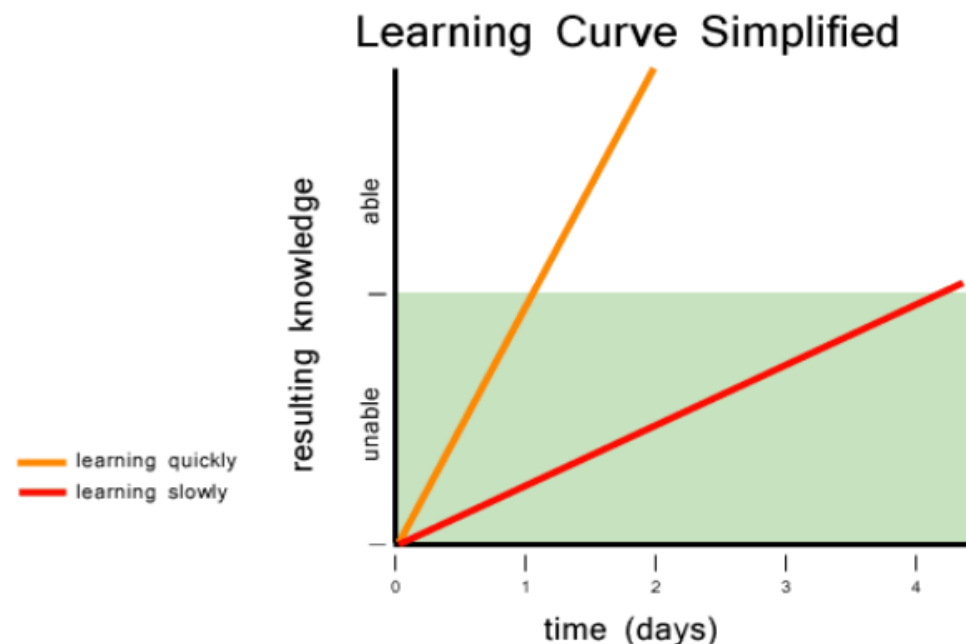
A key point is that motivation bears a reciprocal relation to learning and performance; that is, motivation influences learning and performance and what students do and learn influences their motivation (Pintrich, 2003; Schunk, 1995)

Pwynt allweddol yw bod cymhelliant yn mynd law yn llaw â dysgu a pherfformiad; hynny yw, mae cymhelliant yn dylanwadu ar ddysgu a pherfformiad ac mae'r hyn y mae myfyrwyr yn ei wneud a'i ddysgu yn dylanwadu ar eu cymhelliant (Pintrich, 2003; Schunk, 1995)

Motivation / Cymhelliant

Toyn (2011) implies that motivation is a pre condition to all learning.

Mae Toyn (2011) yn awgrymu bod cymhelliant yn rhag-amod i bob dysgu.



What is motivating this guy?

Extrinsic ?

Anghynhenid?

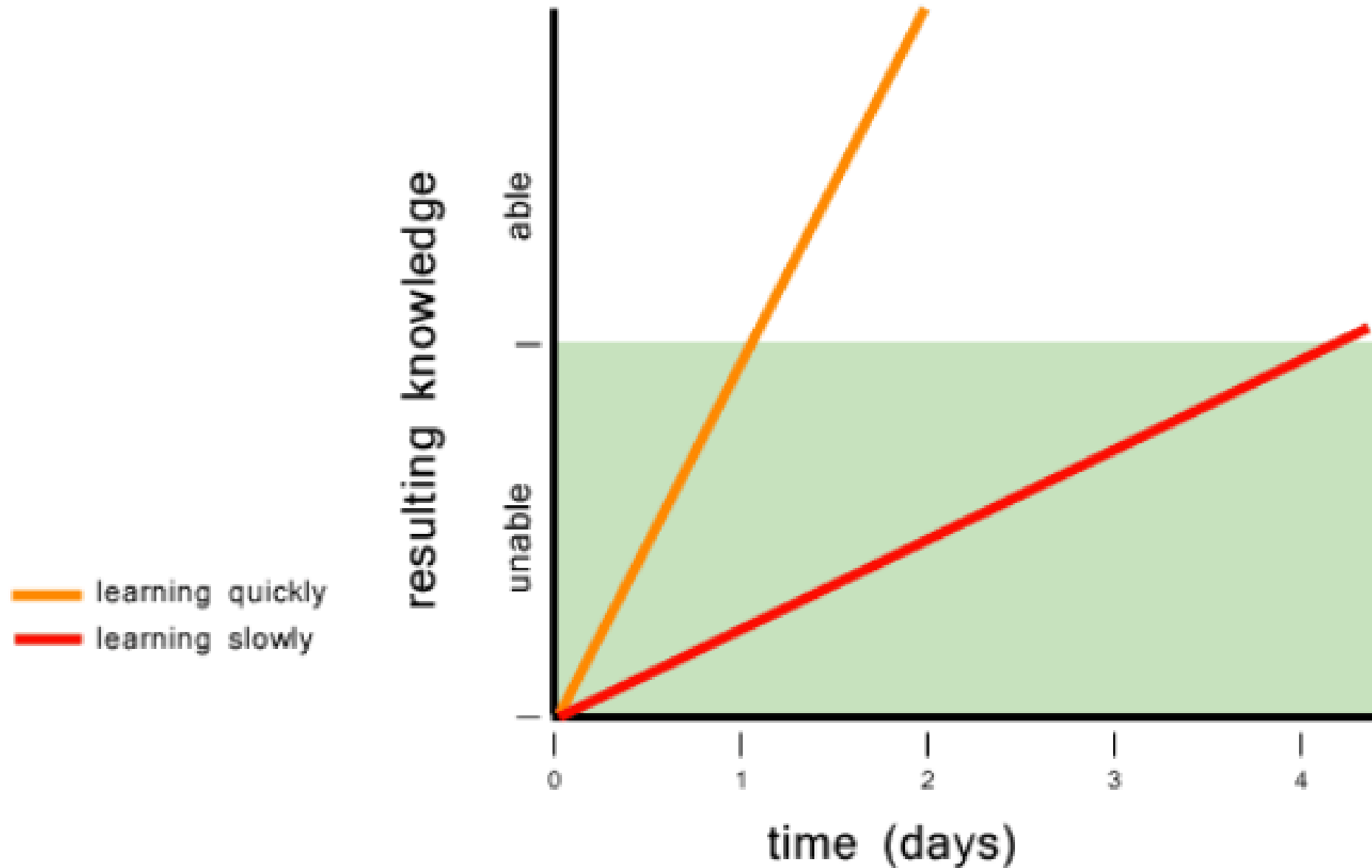
Intrinsic ?
Cynhenid?

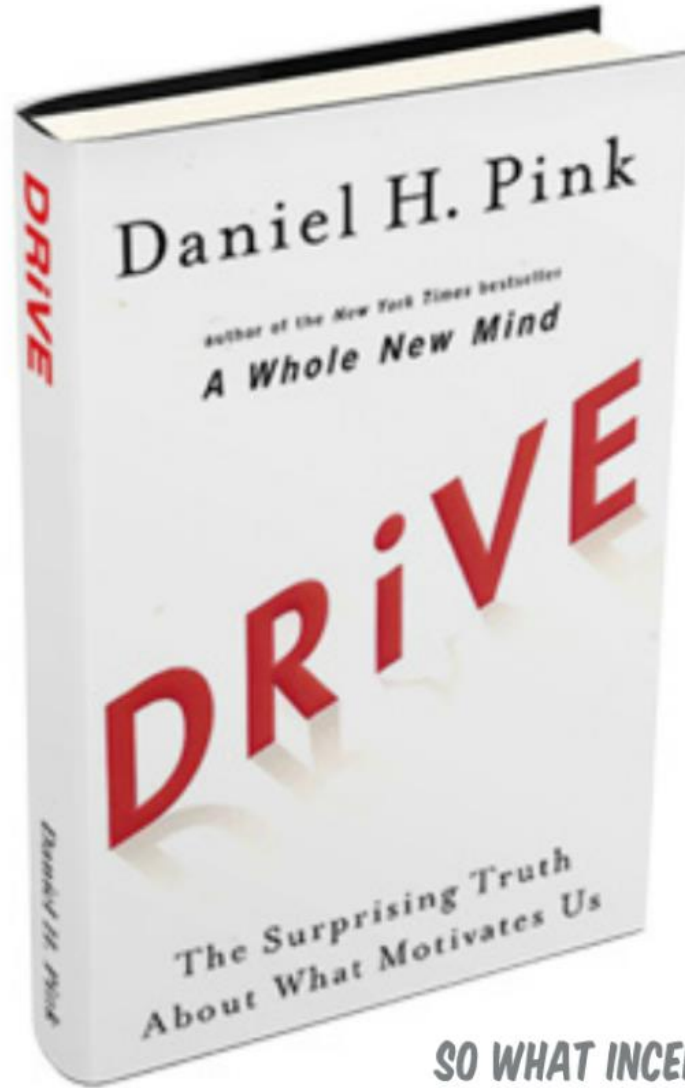
Motivation affects the amount of time people are willing to devote to learning.

*Mae cymhelliant yn effeithio ar faint o amser y mae pobl yn barod i'w neilltuo i ddysgu.
(Brown, 2000)*



Learning Curve Simplified





“Incentives are designed to sharpen our thinking and accelerate creativity. It does not only NOT work, in fact it does the opposite in some cases. It dulls thinking and blocks creativity.”

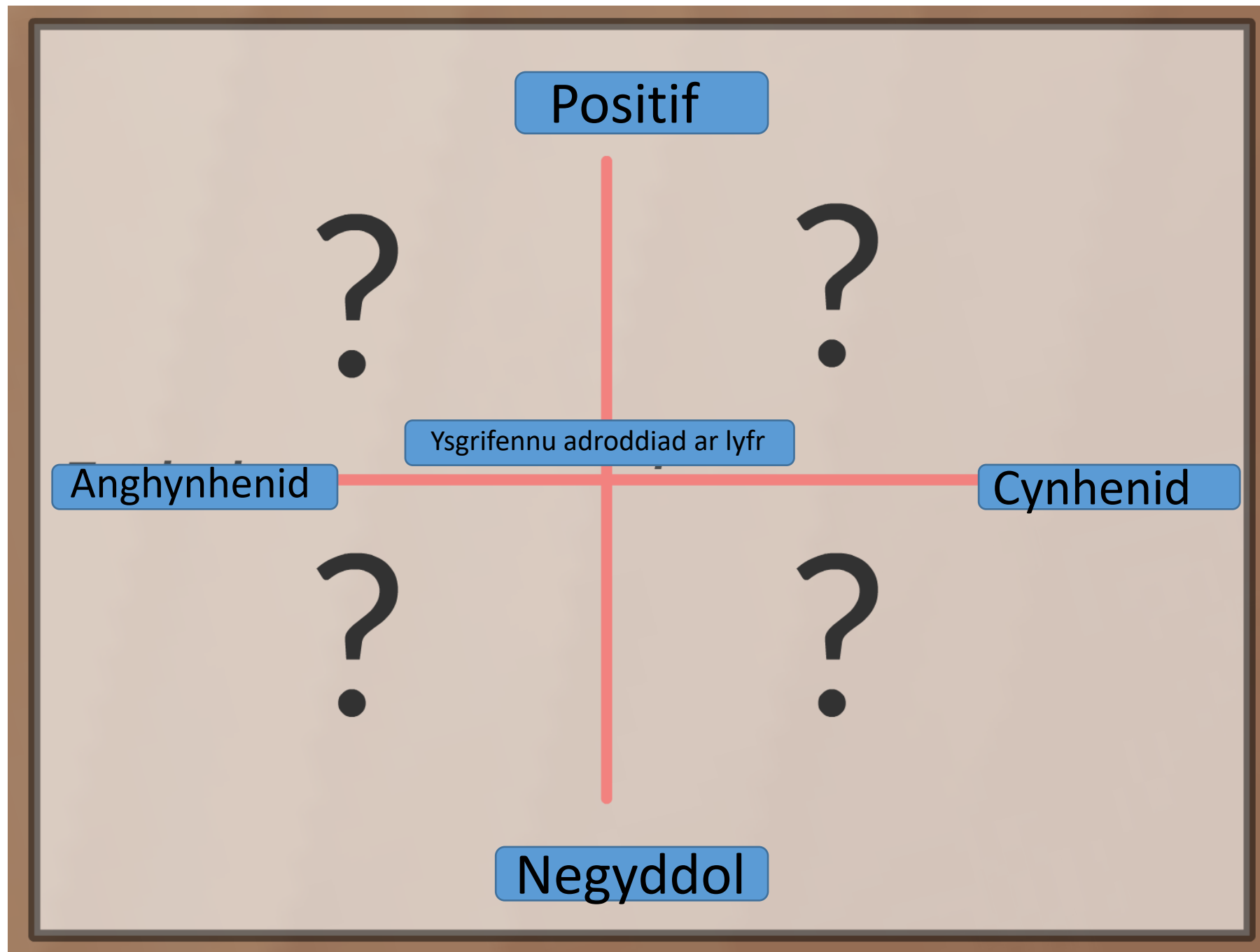
“Mae cymhellion wedi'u cynllunio i hogi ein meddwl a chyflymu creadigrwydd. Nid yn unig NAD yw'n gweithio, mewn gwirionedd mae'n gwneud y gwrthwyneb mewn rhai achosion. Mae'n difetha meddwl ac yn blocio creadigrwydd.”



SO WHAT INCENTIVES WILL YOU UTILISE? / FELLY PA GYMHELLION Y BYDDWCH CHI'N EU DEFNYDDIO?

STEVEN REISS 16 BASIC DESIRES MODEL

Motive	Intrinsic Feeling (Positive)	Intrinsic Value
Acceptance: Desire for approval	Self-confidence	Self
Curiosity: Desire for knowledge	Wonderment	Ideas
Eating: Desire for food	Satiation	Sustenance
Family: Desire to raise own children	Love	Children
Honor: Desire to obey a traditional moral code, loyal to the traditional values of one's clan/ethnic group	Loyalty	Duty
Idealism: Desire to improve society (including altruism, justice)	Compassion	Fairness
Independence: Desire for individuality, autonomy	Freedom	Self-reliance
Order: Desire to organize (including desire for ritual)	Comfort	Stability
Physical Exercise: Desire to exercise muscles	Vitality	Fitness
Romance: Desire for courting	Ecstasy	Sensuality
Power: Desire to influence (including leadership, related to mastery)	Self-efficacy	Achievement, Leadership
Saving: Desire to collect	Ownership	Frugality
Social Contact: Desire for peer companionship, friends (desire to play)	Fun	Belonging
Status: Desire for social standing/importance (desire for attention)	Self-importance	Reputation
Tranquility: Desire for inner peace, safety (avoid anxiety, fear)	Relaxation	Caution
Vengeance: Desire to get even (including desire to win)	Vindication	Winning



4 Categori o Gymhelliant

Positif

(Cymhelliant tuag at nôd)

Gwna hwn a
gei di wobwr!

Dwi reli isie
gwneud
hwn!

Anghynhenid

(person arall eisiau
i chi ei gyflawni)

Cynhenid

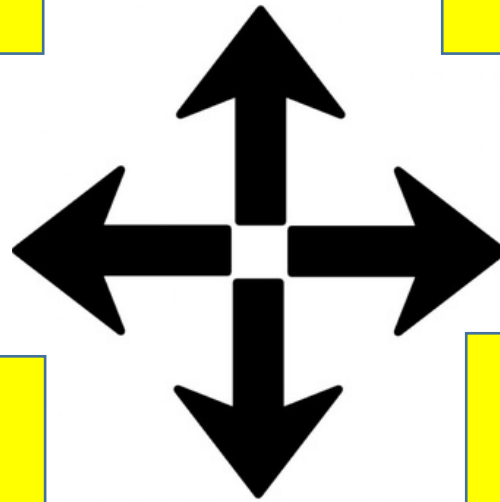
(eisiau cyflawni)

Gwna hwn,
neu dim
amser
chwarae!

Dwi reli ddim
isie gwneud
hyn!

Negyddol

(Cymhelliant i wrthod nôd)



Index of motivation / Mynegai cymhelliant

What percentage of activities in schools offer choice?

Help place a value or quantity on an idea.

Carl Rogers (1994) , in 'Freedom to Learn' quotes research showing 1% of activities in schools give pupils choice!

Mae Carl Rogers (1994) yn 'Freedom to Learn' yn dyfynnu ymchwil sy'n dangos bod 1% o weithgareddau mewn ysgolion yn rhoi dewis i ddisgyblion!

**Choice of tasks /
Dewis o dasgau**

Choosing a task freely indicates motivation to perform the task.

Effort / Ymdrech

High effort indicates motivation

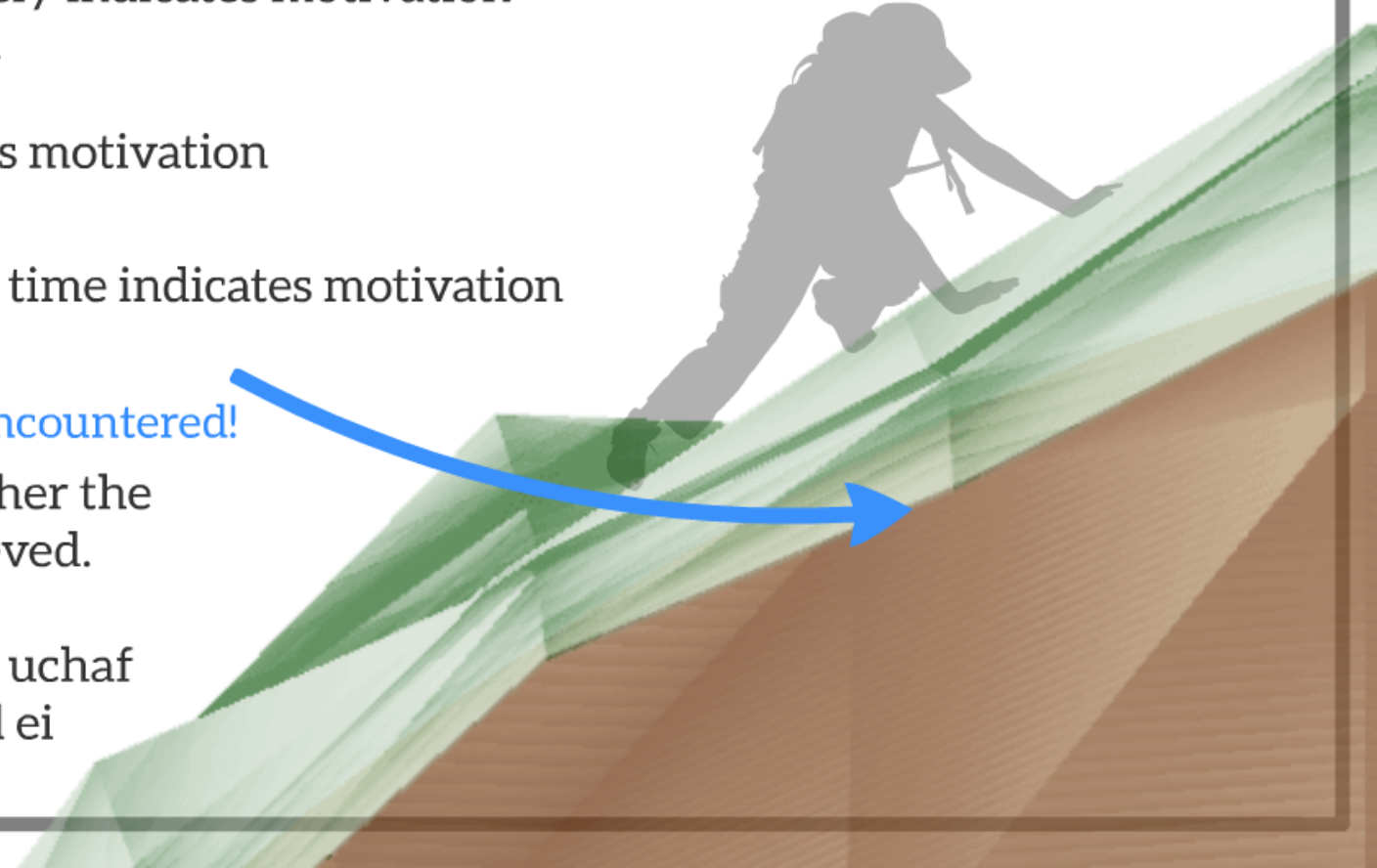
**Persistence /
Dyfalbarhad**

Working for longer time indicates motivation

Especially if obstacles are encountered!

Higher the choice, effort and persistence, the higher the motivation and the more likely task will be achieved.

Po fwyaf yr ymdrech o ddewis a dyfalbarhad, yr uchaf fydd y cymhelliant a'r dasg yn fwy tebygol o gael ei chyflawni.



Cysylltiadau damcaniaethol.

- Cymerwch amser i ystyried beth yw'r cysylltiadau rhwng **cymhelliant** a'r prif ddamcaniaethau addysgiadol.
- Yr Ysgol Adeileddol (Constructivist)
- Yr Ysgol Ddyneiddiol (Humanist)
- Yr Ysgol Ymddygiadol (Behaviourist)

Mwy o enwau addas i fynd atynt at am ragor o gysylltiadau.

Key theorists - For further research

Damcaniaethwyr allweddol - Ar gyfer ymchwil bellach



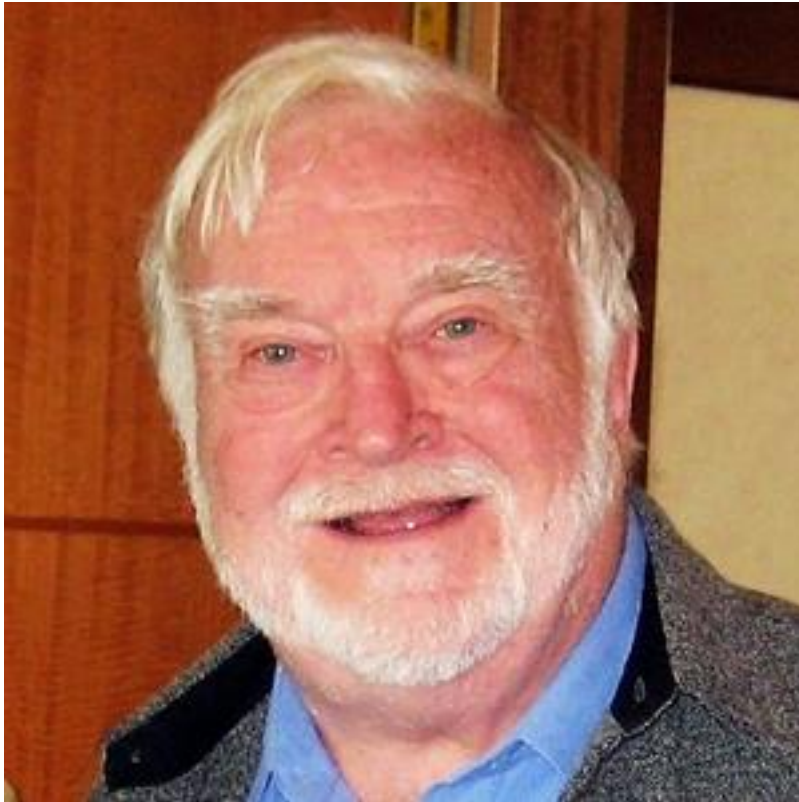
Lilian Katz



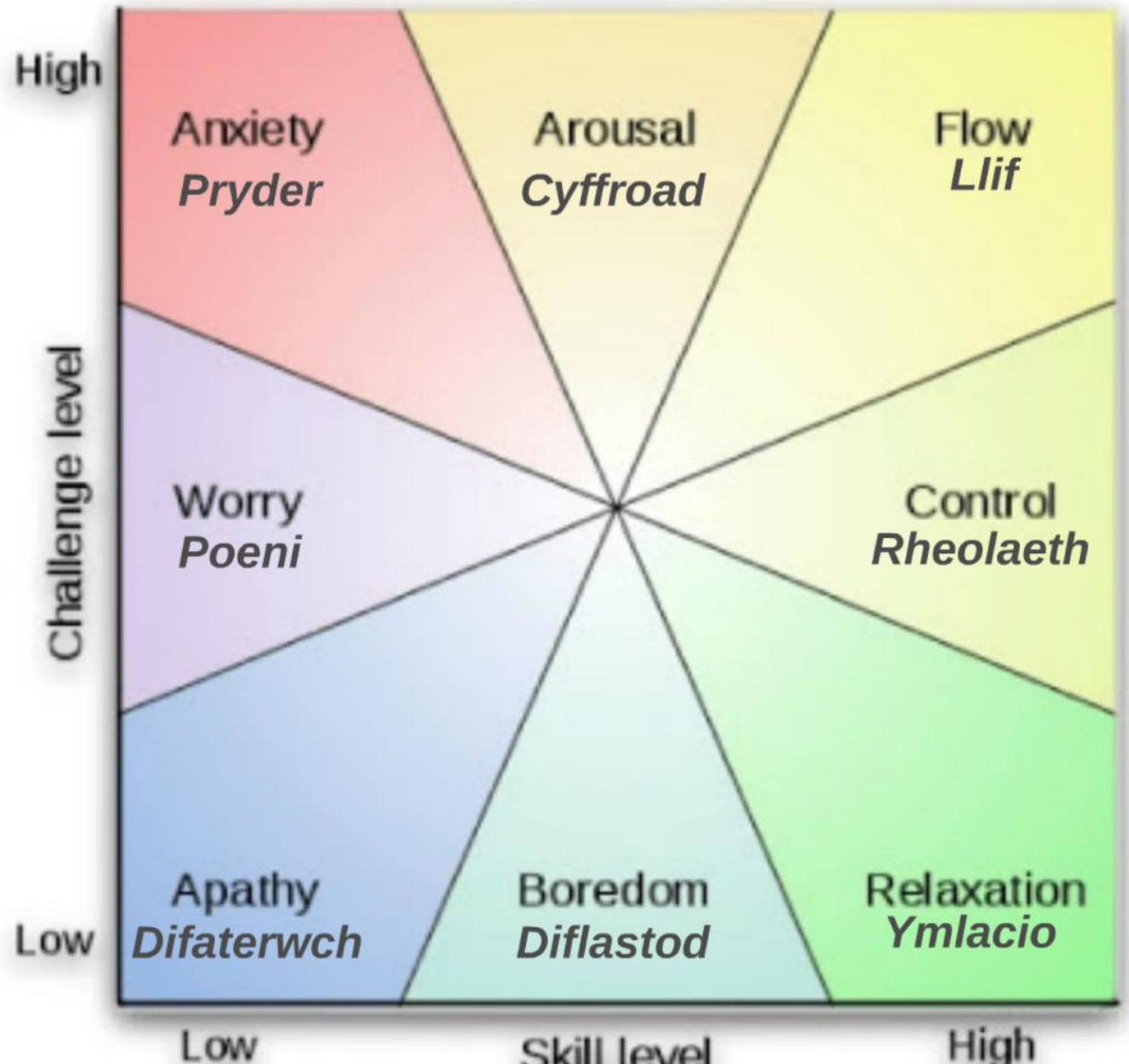
Ferre Laevers



Llif – (Flow)



Mihaly
Csikszentmihalyi



Hunan-effeithiolrwydd. Hunan-
ddelwedd a Meddylfryd Twf

Bandura



Albert Bandura 1925 -

- Ymddygiad a modelu
- Cymhelliant
 - disgwyliad o ganlyniad
 - disgwyliad o effeithiolrwydd
- Behaviour and modelling
- Motivation
 - outcome expectancy
 - efficacy expectation

Bandura A. (1977) Self Efficacy: Towards a Unifying Theory of Behavioural Change. Psychological Review. Vol.84. No 2. p.191-215.

Hunaniaeth / a sense of self - Bruner

- Hunan – asiantaeth a gwerthusiad
 - Hunan ddelwedd
 - Hunaniaeth
- Hunaniaeth
 - Cadarn, hyblyg ag amryfal



Jerome Bruner 1915-2016

- self – agency and evaluation
 - self esteem
 - Identity
- Identity
 - robust, flexible, multiple

Bruner (1996) (in Eaude 2019) 'School ,more often that we have realised, competes with myriad forms of 'anti-school' as a provider of agency, identity and self-esteem.'

Eaude T. (2019) The role of culture and traditions in how young children's identities are constructed. International Journal of Children's Spirituality. Vol 24. (1) p. 5-19.

Meddylfryd Twf / Growth Mindset - Dweck



Have you ever heard a parent say this?

I understand that he doesn't do well in reading because I was never good at reading.

Rwy'n deall nad yw'n dda am ddarllen oherwydd doeddwn i erioed yn dda am ddarllen.



She's just like me, maths was not my thing either!

Mae hi yn union fel fi, nid mathemateg oedd fy mheth innau chwaith!



A ydych erioed wedi clywed rhiant yn dweud hyn?

‘...change from a ‘judge and be judged framework to a ‘learn and help learn’ framework.’

On NASA astronaut selection

- ‘they rejected people with pure histories of success and instead selected people with significant failures and bounced back from them.’

On CEO Growth Mindset –

‘Should they confront their shortcomings or should they create a world where they have none?’

Adfyfyrrio beirnaidol / Critical reflection

Gan fod y cysyniad o Feddylfryd Twf yn cael ei adnabod ledled y byd, dyweda Dweck (2017) ei bod yn gweld sut mae rhai yn datgan meddylfryd twf ffals.

Now that the Growth Mindset concept is known globally, Dweck (2017) says she can see how some claim a growth mindset which is false.

Everyone wants to seem enlightened. Or maybe it was my fault. Did I make the change to a growth mindset seem too easy so that people didn't realise a journey was required?

(Dweck 2017.p254)

Y Daith i Ddatblygu Meddylfryd Twf / The Journey to Develop Growth Mindset.

1. Cofleidiwch eich meddylfryd sefydlog.

2. Dewch yn gyfarwydd a'r hyn sy'n sbarduno eich meddylfryd sefydlog.

3. Rhowch enw i'ch meddylfryd sefydlog.

4. Dewch a'ch meddylfryd sefydlog gyda chi ar y daith.

1. Embrace your fixed mindset.

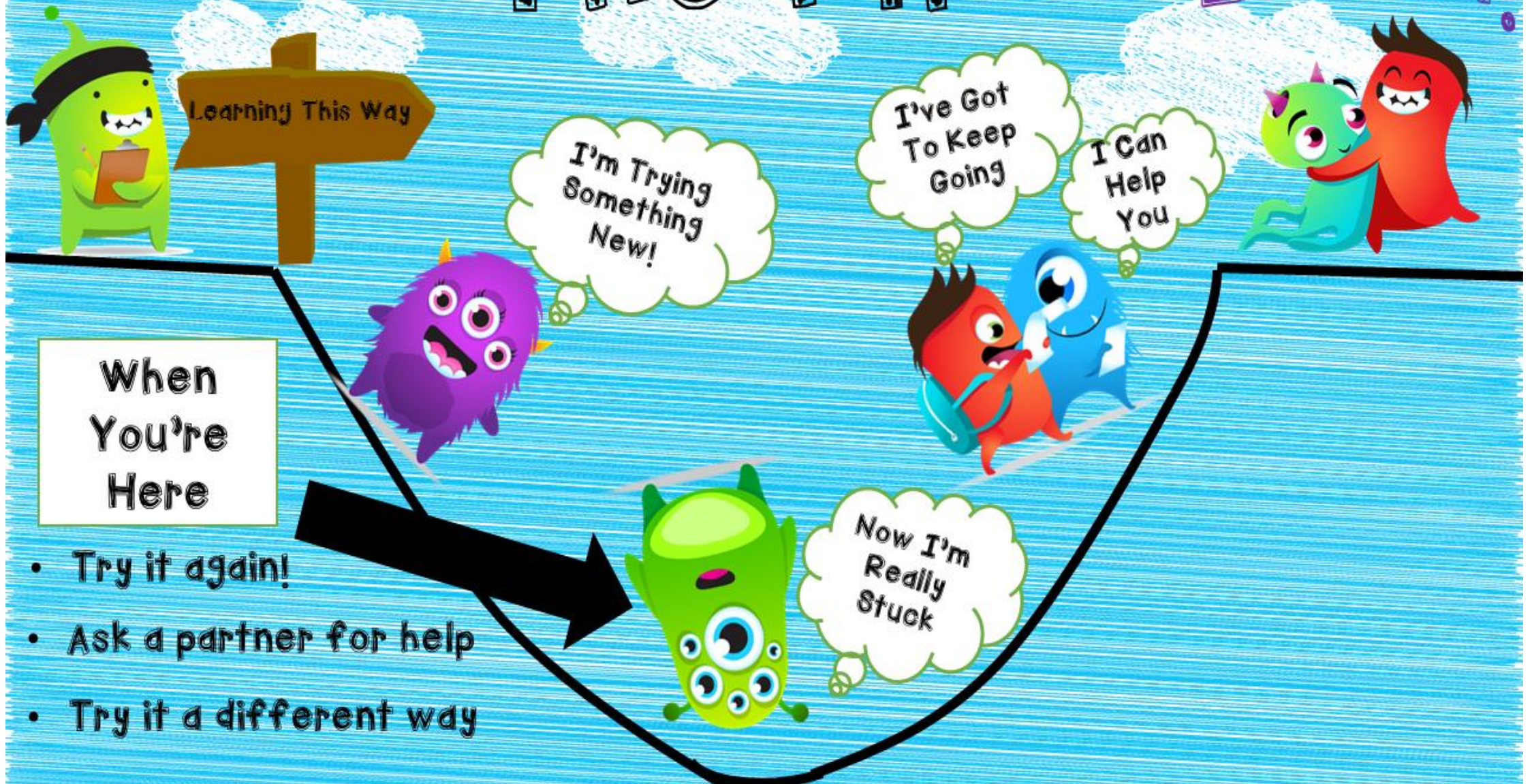
2. Become aware of what triggers your fixed mindset.

3. Give your fixed mindset a name.

4. Take your fixed mindset with you on the journey.

The Pit

Eureka!



When
You're
Here

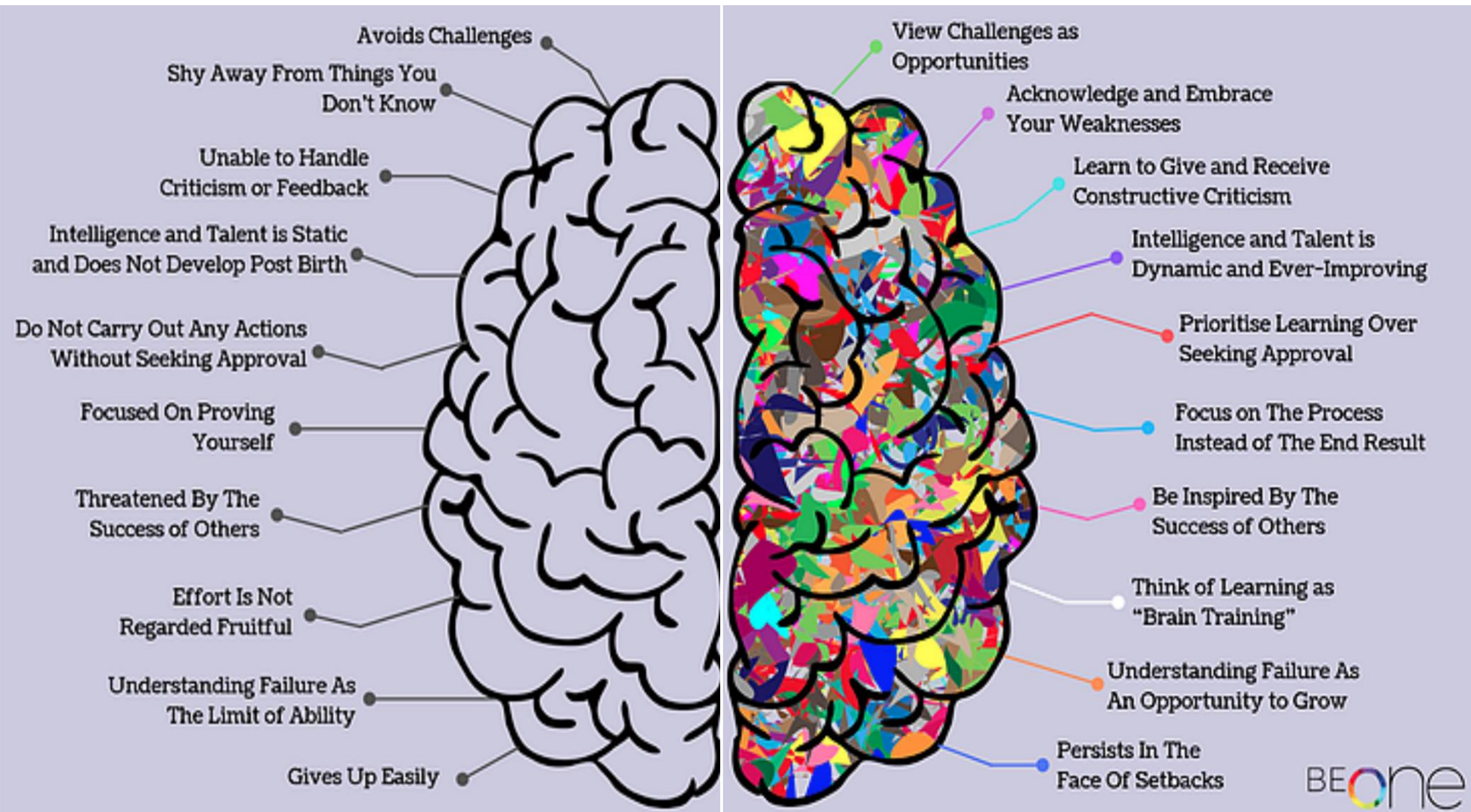
- Try it again!
- Ask a partner for help
- Try it a different way

I'm Trying
Something
New!

I've Got
To Keep
Going

I Can
Help
You

Now I'm
Really
Stuck



★ ★ Gadewch i ni gael ★ ★ Twf Meddylfryd!



Yn lle
dweud....

Beth am
dweud....



- | | | |
|--|---|--|
| Dwi'n ddai i ddim 'da hwn. | → | Beth ydw i'n ei golli? |
| Dwi'n anhygoel 'da hwn. | → | Dwi ar y trywydd iawn. |
| Mae hyn yn rhy galed. | → | Mae hyn am gymeryd peth amser ag ymdrech. |
| O na! Dwi wedi gwneud camgymeriad! | → | Mae camgymeriadau yn helpu i midlysgu. |
| Mae hi mor smart - fyddai byth mor smart a hi. | → | Rydwi'n mynd i ddarganfod sut mae hi'n ei wneud er mwyn i mi cael rhoi cynnig i'w hysbysu. |
| Mae'n iawn. | → | Ai hwn yw fy ngwaith gorau? |
| Dwi'n rhoi'r ffidl yn y to. | → | Dwi am dro strategaeth gwahanol. |

Dwy ffilm fer effeithiol i arddangos
meddylfryd twf i blant Cynradd



Soar

<https://youtu.be/eDkpVwrhYfo>



Piper

<https://youtu.be/qAIRXlckfMA?t=3>