Cyd-destunau dilys
Authentic contexts

Safonau Proffesiynol

Professional Standards

Cyd-destunau bywyd go iawn, dilys

Mae'r athro'n arddangos gwybodaeth am ddefnyddio cyd-destunau bywyd go iawn dilys, a hynny fel rhan naturiol o'r profiad dysgu. Mae hyn yn ehangu profiad diwylliannol, ieithyddol, crefyddol ac economaidd-gymdeithasol y dysgwr, ac yn rhoi enghreifftiau ymarferol o gysyniadau a haniaethau.

Real life, authentic contexts

The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.

Cyswllt at yr egwyddorion addysgegol
Link to pedagogical principles:

1. Mae addysgu a dysgu da yn canolbwyntio'n gyson ar ddibenion cyffredinol y cwricwlwm.

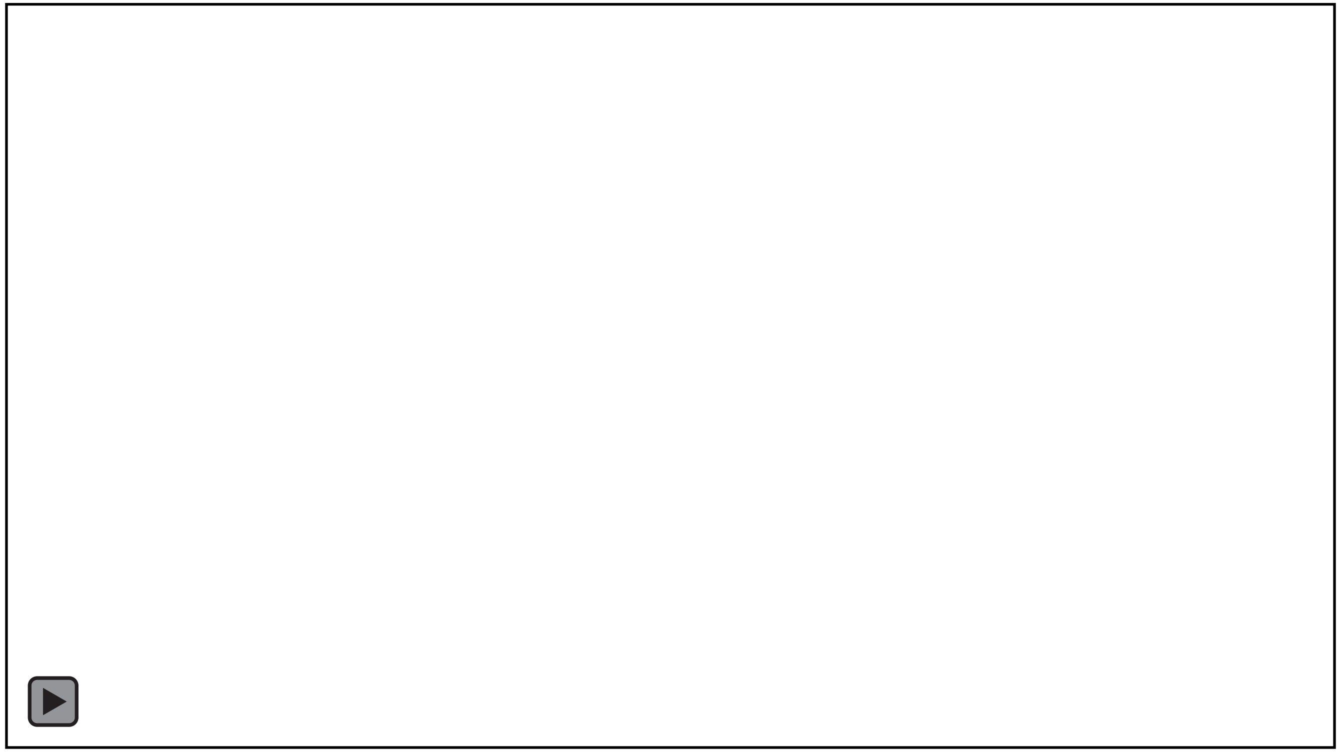
6. Mae addysgu a dysgu da yn creu cyd-destunau dilys ar gyfer dysgu.

1. Good teaching and learning maintains a consistent focus on the overall purpose of the curriculum

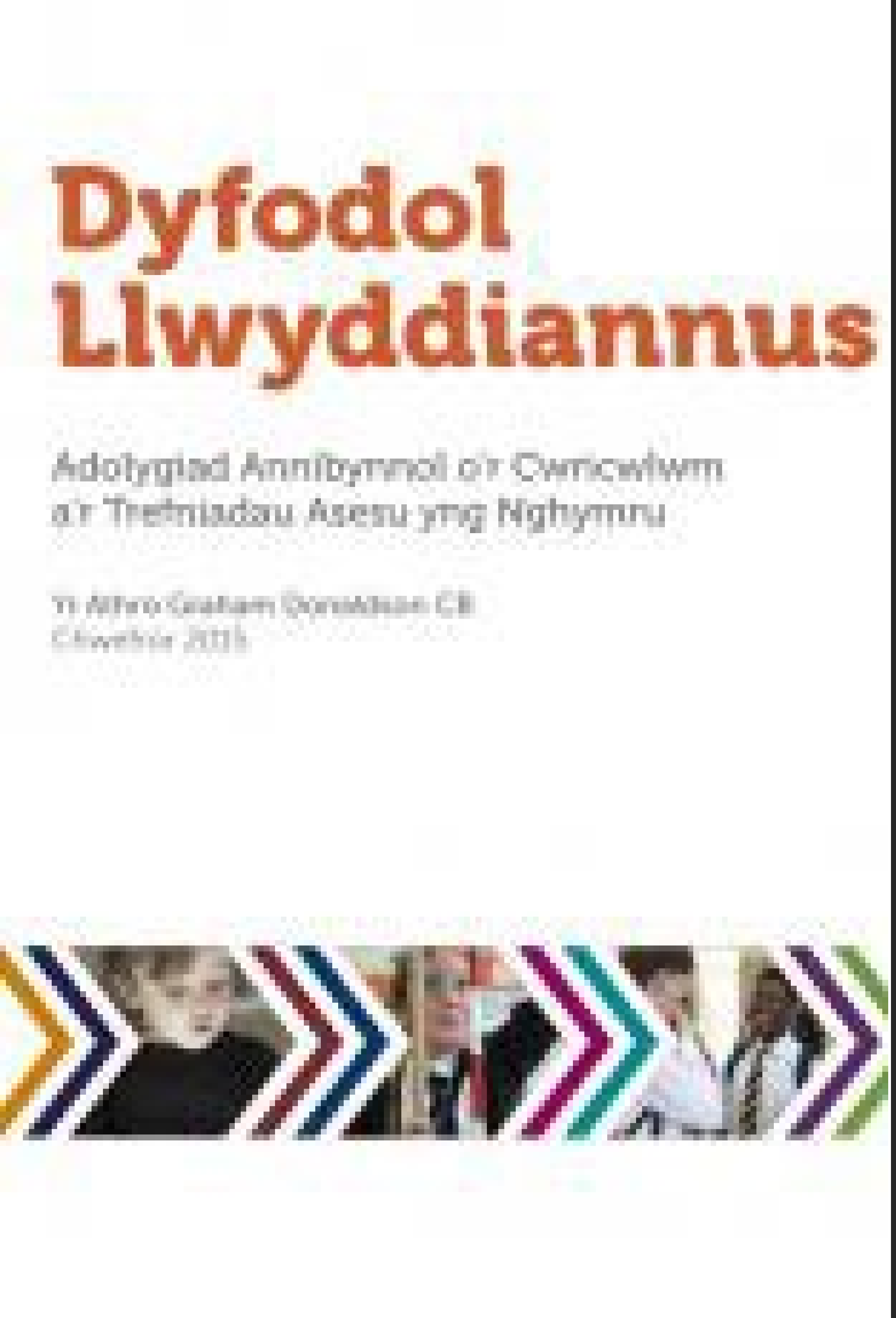
6. Good teaching and learning creates authentic contexts for learning

Amcan y sesiwn
Session aim

- Deall sut ymgorffori dilysrwydd wrth gynllunio
- Understand how to incorporate authenticity when planning

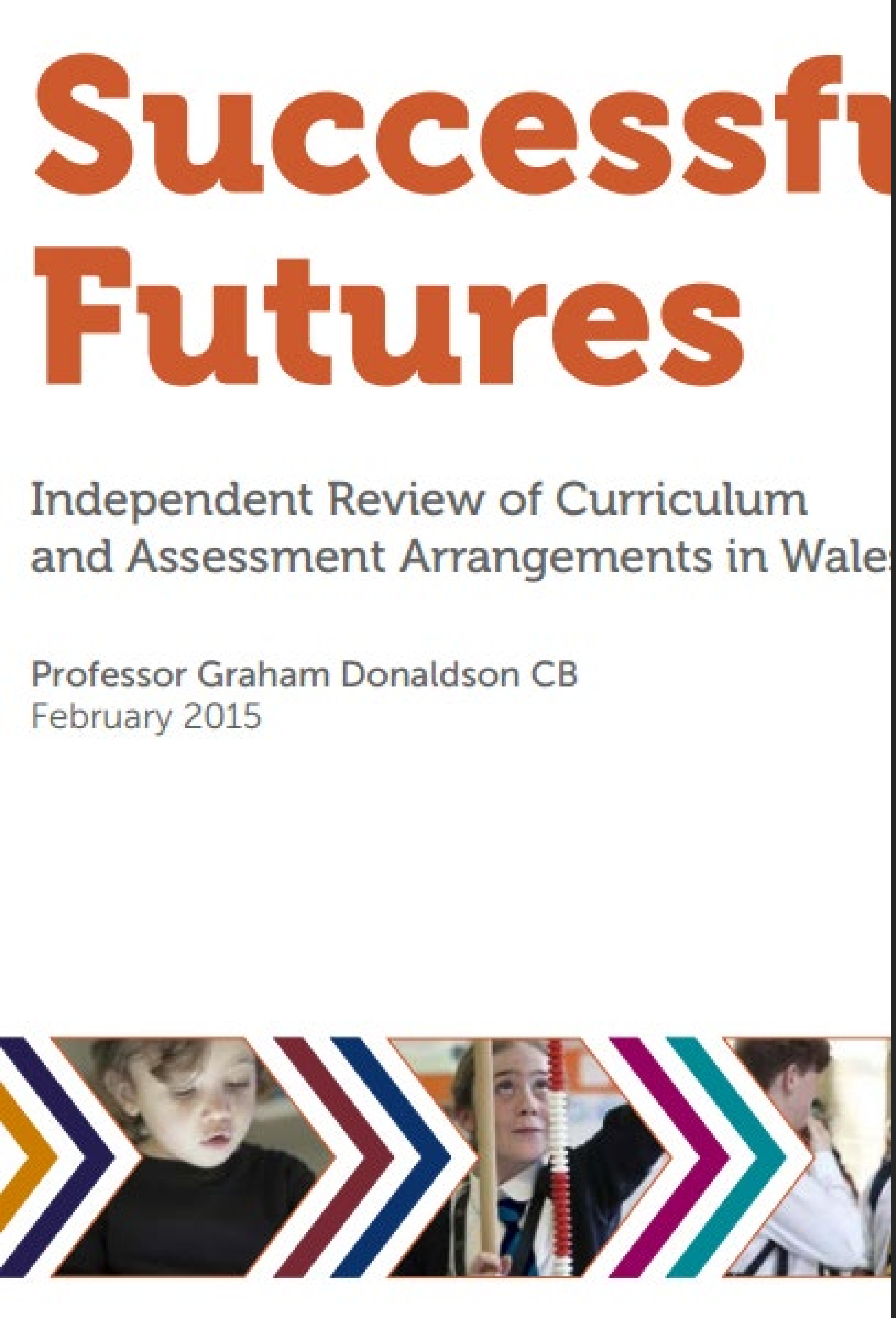


Pam?
Why?



‘Mae’n bwysig bod plant a phobl ifanc yn gweld bod eu dysgu’n berthnasol i’r byd y tu allan i’r ysgol a bod cyfleoedd i ffurfio cysylltiadau â’r byd hwnnw’n cael eu gwireddu.’

Donaldson (2015: 68)



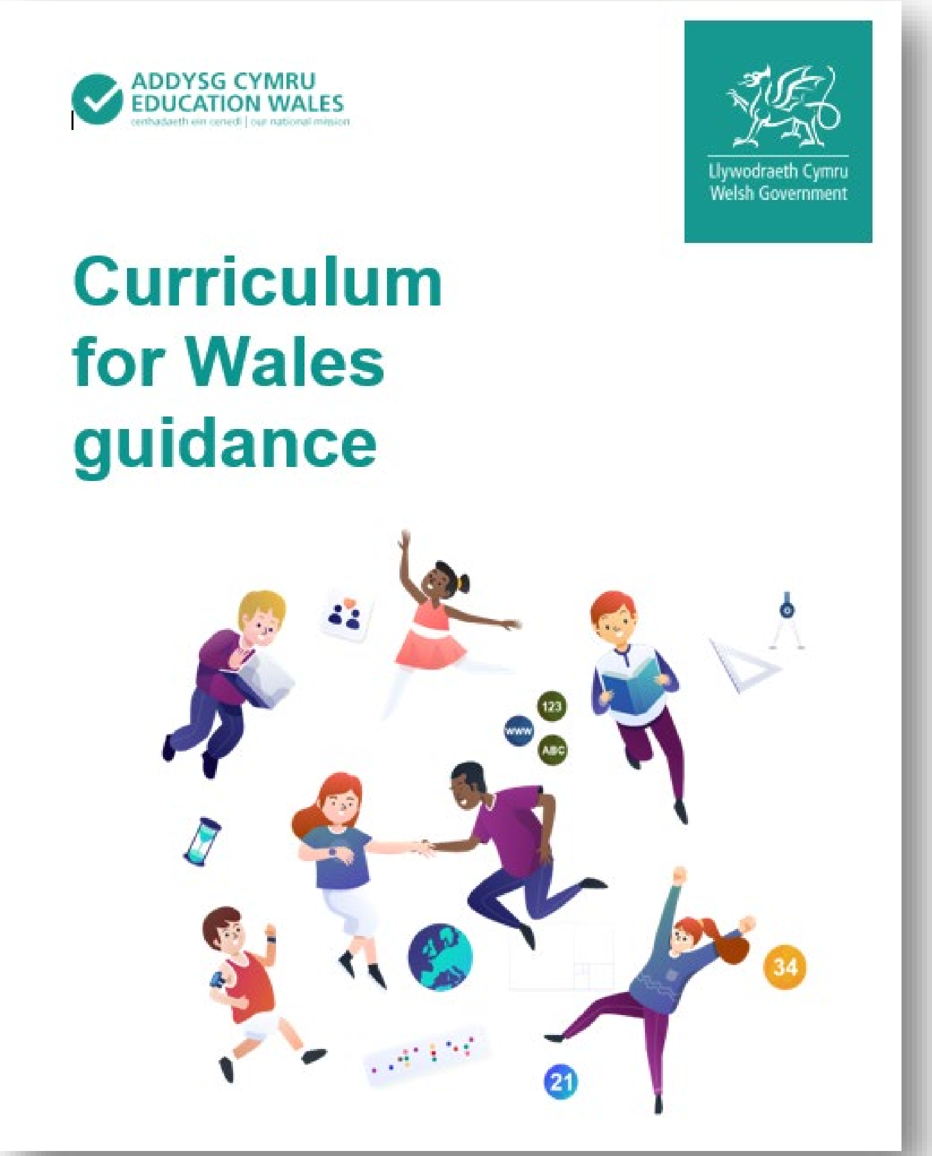
‘It is important that children and young people see the relevance in their learning to the world beyond the school gates and that opportunities are taken to forge links to that world.’

Donaldson (2015: 67)

Cyd-destunau lleol, cenedlaethol a rhyngwladol:

‘Mae'r cyd-destunau hyn yn helpu [dysgwyr] i wneud synnwyr o'u perthynas â'u cymunedau, eu hunaniaeth genedlaethol a'r byd ehangach. Mae hyn yn cefnogi dysgwyr i ddatblygu dinasyddiaeth amlochrog, gan fyfyrio ar eu rolau a'u cyfrifoldebau ym mhob cyd-destun a chydnabod amrywiaeth pob un ohonyn nhw. Bydd cyddestunau lleol, cenedlaethol a rhyngwladol yn gwneud eu cyfraniadau arbennig eu hunain at ddysgu, ond mae hefyd cysylltiadau cryf rhyngddyn nhw.’

Llywodraeth Cymru, 2020



Local, national and international contexts:

'...These contexts help [learners]make sense of their relationship with their communities, their national identity and the wider world. This supports learners to develop a citizenship which is multi-faceted, reflecting on their roles and responsibilities within each context and recognising the diversity within each. While local, national and international contexts provide distinct contributions to learning, they are profoundly interconnected...'

Welsh Government (2020)

MDaPh Y Dyniaethau:

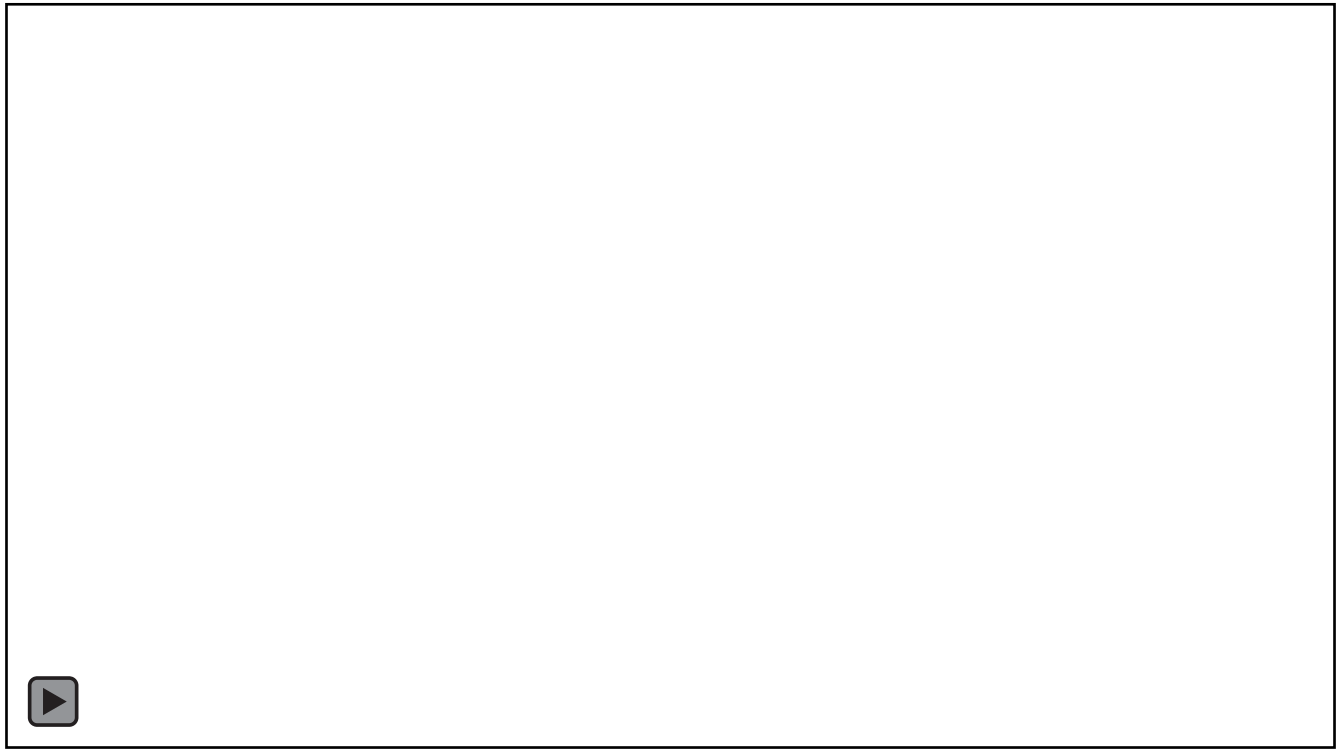
- Hyrwyddo dealltwriaeth o’r ffordd y mae pobl Cymru, ei chymunedau, ei hanes, ei diwylliant, ei thirwedd, ei hadnoddau a’i diwydiannau yn cydberthyn i weddill y byd.
- Gall dysgwyr ddatblygu sail gadarn o wybodaeth am gysyniadau daearyddol, hanesyddol, crefyddol, anghrefyddol, busnes, ac astudiaethau cymdeithasol, ynghyd â dealltwriaeth ohonyn nhw.

Llywodraeth Cymru (2020)

Humanities AoLE:

- Promote an understanding of how the people of Wales, its communities, history, culture, landscape and industries inter-relate with the rest of the world
- Learners can establish a solid base of knowledge and understanding of geographical, historical, religious, non-religious, business and social studies concepts

Welsh Government (2020)



Sut?

How?

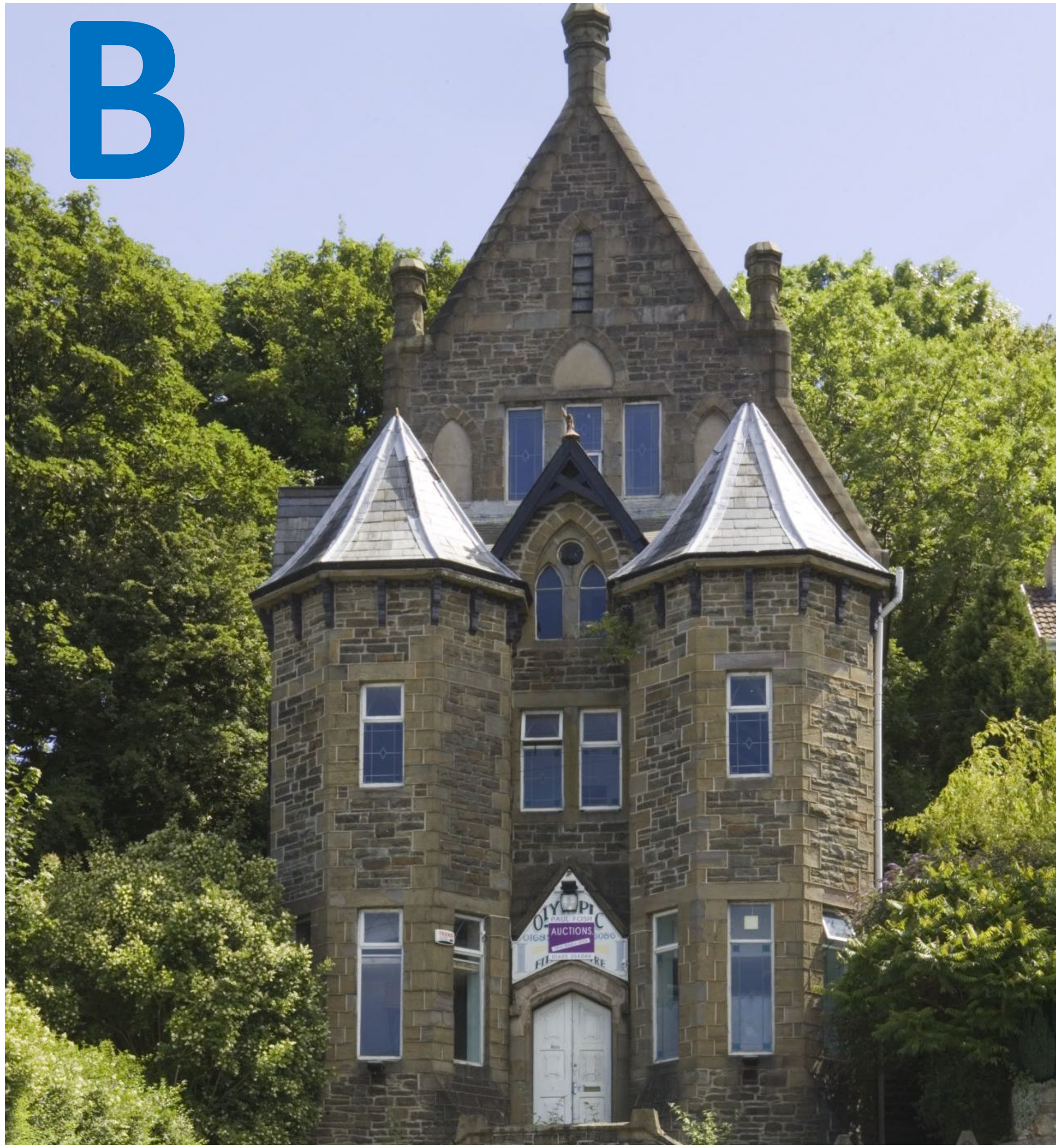
Gwneud dysgu yn ddilys

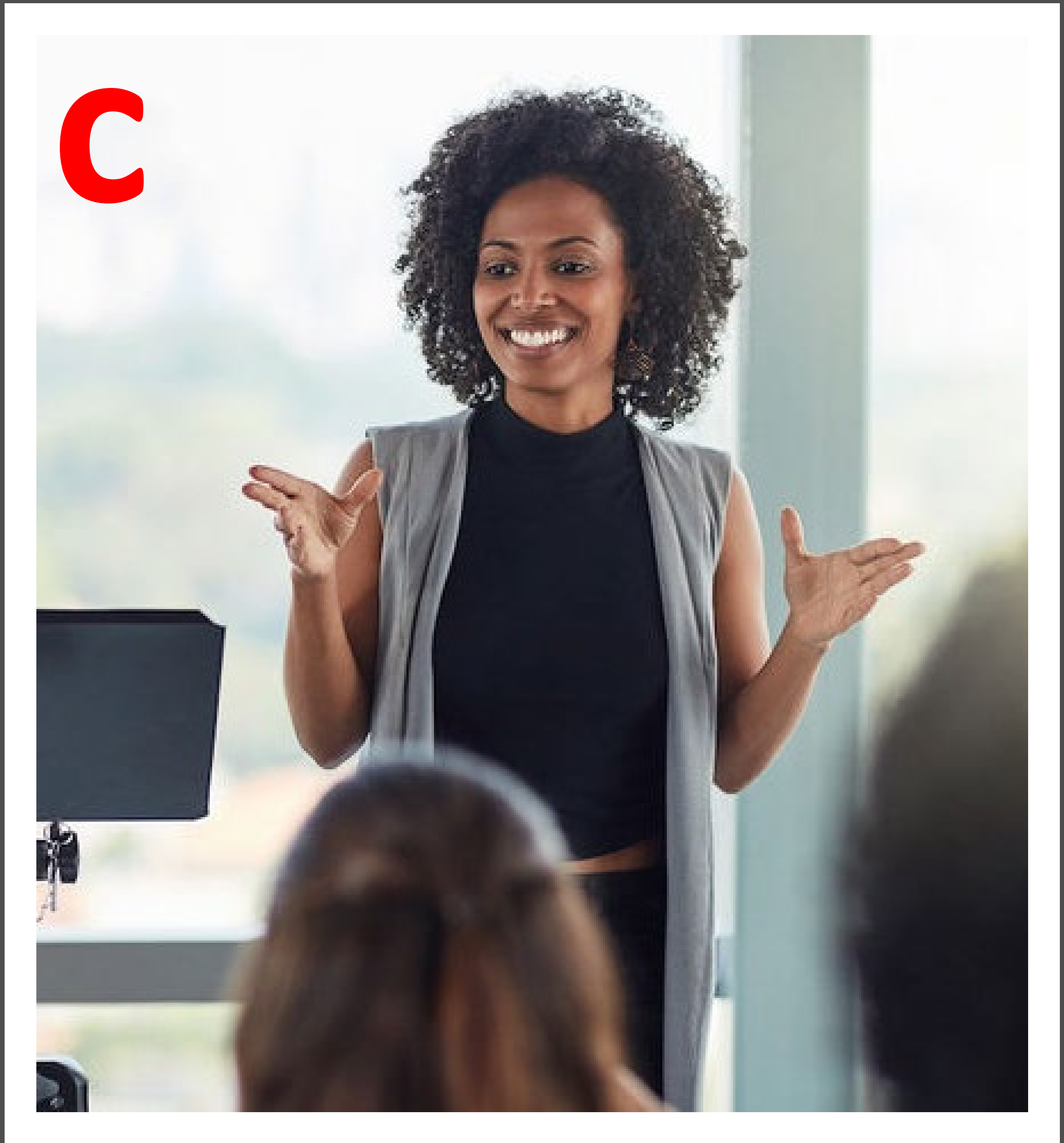
Pa ffynonellau medrwch eu defnyddio

Making learning authentic

What sources can you use?

A
Rakhi
Wishes
Rakhi (5 pcs)


B
AUCTIONS


C

CH
dreamstime

CYNLLUN GWERS A: Cyflwyno Puja fel cysyniad allweddol
LESSON PLAN A: Introducing the key concept of Puja

Meini Prawf Llwyddiant Success Criteria	Asesu dysgu'r dysgwyr Assessment of pupils' learning
• Mae dysgwyr yn deall y termau: Addoli, Puja, arti yn gywir • Mae dysgwyr yn deall ac yn gallu egluro prif nodweddion seremoni Puja Hindŵaidd • Learners accurately understand the terms: Worship, Puja, arti • Learners understand and are able to explain the main features of a Hindu Puja ceremony	• Cwblhau disgrifiad o seremoni Puja yn y cartref yn gywir gan ddefnyddio termau allweddol yn gywir. • Accurate completion of a description of a Puja ceremony in the home by using key term correctly.

CYNLLUN GWERS B: Cyflwyno'r cysyniad o'r Synagog

LESSON PLAN B: Introducing the concept of Synagogue

Meini Prawf Llwyddiant Success Criteria	Asesu dysgu'r dysgwyr Assessment of pupils' learning
• Mae dysgwyr yn deall y termau: Synagog, ner tamid, bimah yn gywir • Mae dysgwyr yn deall ac yn gallu egluro prif fanteision ac anfanteision mynychu addoliad mewn Synagog. • Learners accurately understand the terms: Synagogue, ner tamid, bimah • Learners understand and can explain the main advantages and disadvantages of attending worship in a Synagogue.	• Ymateb gwerthusol i'r gosodiad 'Dylai pob Iddew fynychu addoliad mewn Synagog.' • Cyflwyniad grŵp bach ar y nodweddion allweddol a ddewiswyd yn y synagog. • Cwestiynu (cynnwys rhestr o gwestiynau yn y cynllun). • Evaluative response to the statement 'All Jews should attend worship in a Synagogue.' • Small group presentation on chosen key features found in the synagogue. • Questioning (include list of questions in plan).

CYNLLUN GWERS C: Cyflwyno'r cysyniad o Wrth-hiliaeth
LESSON PLAN C: Introducing the concept of Anti-racism

Meini Prawf Llwyddiant Success Criteria	Asesu dysgu'r dysgwyr Assessment of pupils' learning
• Gall dysgwyr wahaniaethu rhwng bod yn anhiliol a gwrth-hiliol. • Mae dysgwyr yn deall y gwahaniaeth rhwng bod yn oddefol a bod yn weithredol. • Learners can distinguish between being non-racist and anti-racist. • Learners understand the difference between being passive and being active.	• Cwblhau taflen wybodaeth yn hyrwyddo gwrth-hiliaeth yn yr ysgol. • Completion of an information leaflet promoting anti-racism at school.

CYNLLUN GWERS CH: Cyflwyno'r cysyniad o fedydd babanod
LESSON PLAN CH: Introducing the concept of infant baptism

Meini Prawf Llwyddiant Success Criteria	Asesu dysgu'r dysgwyr Assessment of pupils' learning
• Gall dysgwyr wahaniaethu rhwng bedydd babanod ac oedolion. • Mae dysgwyr yn deall arwyddocâd symbolaidd nodweddion allweddol bedydd babanod – dŵr, bedyddfaen, rhieni bedydd. • Learners can distinguish between infant and adult baptism. • Learners understand the symbolic significance of key features of an infant baptism – water, font, God parents.	• Creu gwahoddiad i fedydd babanod lle mae nodweddion allweddol ac arwyddocâd symbolaidd yn cael eu hesbonio'n gywir. • Creation of an inivtation to an infant baptism where key features and symbolic significance are accurately explained.

Ymchwiliwch…
Research…

- Pa ffynonellau dilys sydd yn ardal eich ysgolion PAP1 a 2?
- Sut wnaethoch/medrwch wneud defnydd o’r rhain mewn gwersi?

- What authentic sources are available in the area surrounding your PTE1 and 2 schools?
- How did you/might you be able to use these in lessons?

Darllen pellach
Further reading

- Herrington, A. and Herrington, J. (2007) What is an authentic learning environment?, *Faculty of Arts, Social Sciences & Humanities*. pp. 68-77. https://ro.uow.edu.au/cgi/viewcontent.cgi?article=2212&context=edupapers
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- Özür, N. and Duman, N. (2019) The Trends in Authentic Learning Studies and the Role of Authentic Learning in Geography Education, *International Education Studies*, 12(12), pp. 28-43.
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- Woo, Y., Herrington, J., Agostinho, S. and Reeves, T. (2007) The instructor’s inclusion of authentic activities improves the quality of student interaction and learning in online classrooms, *Educause Quarterly*, 30(3), pp. 36-43.