ECAD4010C Astudiaethau Proffesiynol ac Addysgeg:

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

Sesiwn 1A:

Cyflwyniad i nodau ac amcanion y modwl

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Tîm Addysgu ECAD 4010 / ECAD 4010 Teaching Team 2024

Ishmael.lewis@uwtsd.ac.uk

Arweinydd Modwl/ Module Lead
l.regan@uwtsd.ac.uk

Rachel.bendall@uwtsd.ac.uk

Sesiwn	Cynnwys
Dydd Mercher 10/01	**Sesiwn 1A** – Cyflwyniad i nodau ac amcanion y modwl - Awgrymiadau o strwythur yr aseiniad, a darllen **Sesiwn 1B** – Cyflwyniad i ymchwil: Critigoldeb, adnoddau ymchwil a thuedd. **TASG GYFEIRIOL 1** – X (Twitter) **Sesiwn 2** – Datblygu safiad critigol ac amheugar mewn perthynas ag addysgeg **TASG GYFEIRIOL 2** – Blog: cyflwyno 100 o eiriau
Dydd Mercher 17/01	**Sesiwn 3** – I fod yn ymarferwr moesegol : caniatâd a chydsyniad **TASG GYFEIRIOL 3** – Creu un sleid pwerbwynt **Sesiwn 4** – Llenyddiaeth yn seiliedig ar empiriaeth ac ar ddamcaniaeth **TASG GYFEIRIOL 4** – Creu banc geiriau
Dydd Mercher 24/01	**Sesiwn 5** – I ddod yn ymchwilydd fedrus: Cwestiynau ymchwil ac offer ymchwilio **TASG GYFEIRIOL 5 –** Gwerthuso ystod o offer ymchwil (gweithio gyda phartner) **Sesiwn 6** – Theori o arsylwi **TASG GYFEIRIOL 6 –** Darllen a'r drafft cyntaf o Gwestiwn Ymchwil

Sesiwn	Cynnwys
Dydd Mawrth 30/01	**Sesiwn 7** - Amserlenni arsylwad **TASG GYFEIRIOL 7 –** Creu eich amserlen arsylwi eich hun **Sesiwn 8** – The Leuven Scale in action **TASG GYFEIRIOL 8 –** Darllen a chymeryd nodiadau
Dydd Mercher 07/02 Dydd Iau 08/02	**Diwrnodau Ymchwil**
Dydd Gwener 09/02	**Sesiwn 9** – Statws gwybodaeth a thechnegau gwerthuso **TASG GYFEIRIOL 9 –** Agweddau Ymchwil Yr Athrofa **Sesiwn 10** - Ail-ymweld ag awgrymiadau o strwythur yr aseiniad, a darllen/ysgrifennu ar gyfer llwyddiant

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

ECAD 4010: Deilliannau Dysgu

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r athro dan hyfforddiant allu dangos y gallu i wneud y canlynol:

- Deall lle ymchwil yn arfer addysg a'i effaith ar addysgu a dysgu;
- Dechrau dadansoddi, dehongli a gwerthuso gwybodaeth ymchwil a gwneud cysylltiadau ag arfer personol;
- Dechrau datblygu arfer moesegol a dealltwriaeth o'i berthynas ag ymchwil trwy ddeall ystyriaethau moesegol ar lawr dosbarth;
- Deall bod gwahanol safbwyntiau a phersbectifau yn bodoli ym maes ymchwil addysg a dechrau datblygu safbwynt personol ar sail tystiolaeth;
- Deall, defnyddio a gwerthuso dull ymchwil arsylwi wrth gynnal arfer moesegol.

Dadansoddiad a gwerthusiad critigol o’r offeryn ymchwil, ‘Graddfa Leuven’

Cymharwch a chyferbynnwch ystod o lenyddiaeth (cyfnodolion, blogiau, adroddiadau'r llywodraeth, gwefannau, adroddiadau Estyn) sy'n ymwneud ag arsylwi'r amgylchedd dysgu o fewn dosbarth Dysgu Sylfaen (DS). Gall yr amgylchedd dysgu gynnwys lleoedd ac adnoddau dan do neu awyr agored. Dylai arsylwi ganolbwyntio ar grŵp bach o ddysgwyr, gan ddefnyddio graddfa Leuven fel offeryn.

Mae angen i chi ymgysylltu'n feirniadol â'r llenyddiaeth wrth ddod i gasgliadau pendant ynghylch creu amgylchedd dysgu effeithiol. Mae angen ystyried hefyd effaith bosibl defnyddio graddfa Leuven ar eich ymarfer eich hun fel ymchwilydd moesegol ac ar ddatblygiad dysgwyr.

2,000 o eiriau.

Cyflwyniad	Tua. 200 o eiriau	Cyd-destun byr y dysgwyr sy'n rhan o'r gweithgaredd Amlinelliad o'r amgylchedd dysgu o fewn CS. (Cyfeiriwch at ddogfennau allweddol)
Adolygiad llenyddiaeth	Tua. 500 o eiriau	Dangos eich dealltwriaeth o addysgeg y CS, gan gyfeirio'n rheolaidd at y llenyddiaeth. Cymharu a chyferbynnu rhychwant o lenyddiaeth o fewn eich gwaith Defnyddio iaith betrus
Methodoleg	Tua. 300 o eiriau	Amlinellu'r cynllunio ar gyfer eich ymchwil Gwerthuso'r defnydd o Raddfa Leuven fel arf arsylwi Cyfeirio'n rheolaidd at y llenyddiaeth – gan osgoi honiadau nas cefnogir!
Trafodaeth a chanfyddiadau	Tua. 600 o eiriau	Trafod y rôl y mae moeseg yn ei chwarae mewn ymchwil Cyflwyno'ch canfyddiadau yn nhermau'ch arsylwadau o grŵp bychan o ddysgwyr Cyfeirio'n rheolaidd at y llenyddiaeth

Casgliad ac argymhellion	Tua. 400 o eiriau	Cyfosod eich syniadau drwy gyfeirio'n ôl yn gryno at y cyflwyniad Crynhoi canfyddiadau a chydnabod cryfderau a chyfyngiadau eich ymchwil Ystyried effaith yr ymchwil ar eich dysgu proffesiynol a sut y gallai drawsnewid eich arfer

Gwybodaeth Modwl / Module Information

Gwybodaeth Asesu / Assessment Information

Cyflwyno Turnitin / Turnitin Submission

Restricted

Cyflwyno Turnitin / Turnitin Submission (Resit)

Dogfennau defnyddiol/Useful documents

Gwybodaeth Asesu / Assessment Information

Manyleb Asesu Lefel 4, 2023

Level 4 Assessment Specification, 2023

Strwythur awgrymedig yr aseiniad / Suggested structure for the assignment

Templed Cyflwyno / Submission Template

Cwblhewch a chflwynwch fel rhan o'ch aseiniad

Please complete and submit as part of your assignment

ECAD4010 Rhif Myfyriwr / Student Number:

Gallwch ychwanegu'ch targedau o'ch aseiniad diwethaf (Ond yn berthnasol os yr ydych wedi cwblhau aseiniad) / Please add your targets from the previous assignment (Only relevant if you have completed an assignment)

Targed/Target 1	
Targed/Target 2	
Targed/Target 3	
Targed/Target 4	
Targed/Target 5	

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Gwybodaeth Asesu / Assessment Information

Manyleb Asesu Lefel 4, 2023

Level 4 Assessment Specification, 2023

Strwythur awgrymedig yr aseiniad / Suggested structure for the assignment

Templed Cyflwyno / Submission Template

Cwblhewch a chflwynwch fel rhan o'ch aseiniad

Please complete and submit as part of your assignment

Lefel 4	METHU	METHU FFINIOL	BODDHAOL (3ydd / Llwyddo)	DA (2.2 / Llwyddo)	DA IAWN (2.1 / Teilyngdod)	RHAGOROL (1af / Rhagoriaeth)	EITHRIADOL (1af / Rhagoriaeth)
Categori	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%

Ymgysylltu â llenyddiaeth

(Eich defnydd o lenyddiaeth i gefnogi eich dadleuon drwy gydol yr aseiniad a'ch defnydd o gonfensiynau cyfeirio Harvard)

Gwybodaeth a dealltwriaeth

(Gwybodaeth am gysyniadau ac egwyddorion sylfaenol ymchwil, arsylwi a Graddfa Leuven)

Sgiliau gwybyddol a deallusol

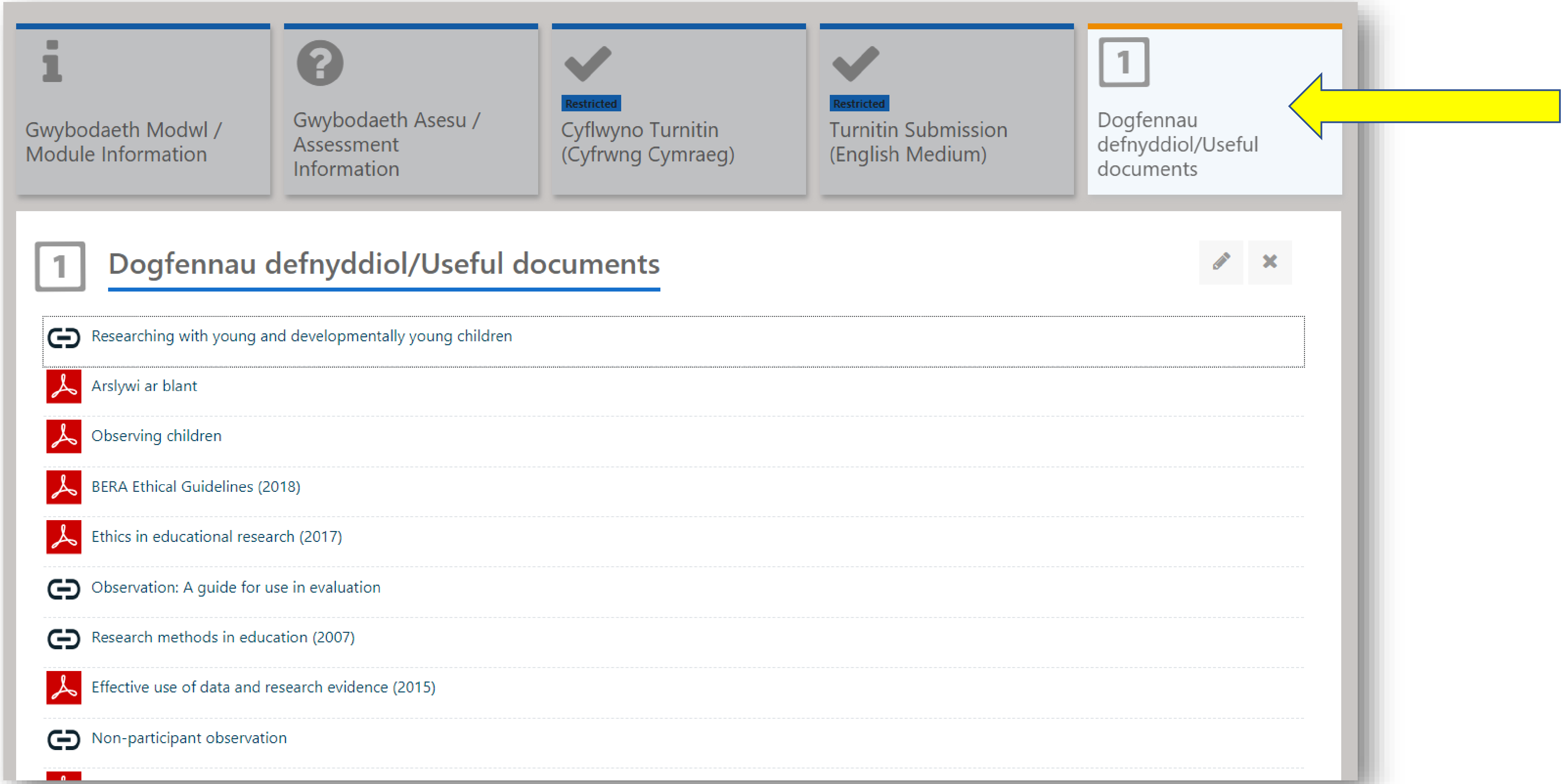
(Gwerthuso cysyniadau ac egwyddorion ymchwil ac arsylwi a dehongli data ansoddol a meintiol er mwyn datblygu llinellau dadl a llunio barn gadarn.)

Sgiliau ymarferol

(Eich cais am raddfa Leuven drwy eich amserlen arsylwi.) Eich RQ eich hun ar gyfer ymchwil posibl yn y dyfodol

Sgiliau trosglwyddadwy ar gyfer bywyd ac arfer proffesiynol

(Cyfleu canlyniadau arsylwi'n gywir ac yn ddibynadwy, a datblygu dadleuon strwythuredig a chydlynol)


Gwybodaeth Modwl / Module Information
Gwybodaeth Asesu / Assessment Information
Restricted
Cyflwyno Turnitin (Cyfrwng Cymraeg)
Restricted
Turnitin Submission (English Medium)
1
Dogfennau defnyddiol/Useful documents
1
Dogfennau defnyddiol/Useful documents
Researching with young and developmentally young children
Arslywi ar blant
Observing children
BERA Ethical Guidelines (2018)
Ethics in educational research (2017)
Observation: A guide for use in evaluation
Research methods in education (2007)
Effective use of data and research evidence (2015)
Non-participant observation

Atodiadau
Appendices

- Amserlen arsylwi/Observation schedule
- Myfyrdod Proffesiynol / Professional Reflection

Paratoi i ysgrifennu / Preparing to write

- Bod yn glir am y dasg
- Be clear about the task

- Adnabod a defnyddio adnoddau'n feirniadol
- Identify and use resources critically

- Canolbwyntio ar friff yr aseiniad
- Keep focused on the assignment brief

- Bod yn glir, yn gryno ac at y pwynt
- Be clear, concise and to the point

- Cyflwyno syniadau mewn ffordd resymegol – gan gofio iaith betrus
- Present ideas in a logical way – remember tentative language

- Cyfeirio at unrhyw ffynonellau wrth i chi eu defnyddio
- Reference any sources as you use them

- Cadw cofnod o'r adborth a roddwyd i chi mewn aseiniadau blaenorol
- Take note of feedback given to you in previous assignments

Cyflwyniad/Introduction – 200 geiriau/words

Cyd-destun byr y dysgwyr sy'n ymwneud â'r gweithgaredd

Brief context of learners involved in the activity

Amlinellu'r amgylchedd dysgu o fewn y DS. (Cyfeiriwch at ddogfennau allweddol)

Outline the learning environment within FL. (Refer to key documents)

Adolygiad llenyddiaeth/Literature review –500 geiriau/words

Dangos eich dealltwriaeth o addysgeg y DS, gan gyfeirio'n rheolaidd at lenyddiaeth

Demonstrate your understanding of FL pedagogy, making regular references to literature

Cymharu a gwrthgyferbynnu ystod o lenyddiaeth o fewn eich gwaith

Compare and contrast a range of literature within your work

Defnyddio iaith betrus

Use tentative language

Methodoleg/Methodology – 300 geiriau/words

Gwnewch gyfeiriadau rheolaidd at lenyddiaeth – osgoi honiadau heb gymorth!

Make regular references to literature – avoid unsupported assertions!

Gwerthuso'r defnydd o Raddfa Leuven fel offeryn arsylwi

Evaluate the use of the Leuven Scale as an observational tool

Amlinellu'r cynllunio ar gyfer eich ymchwil

Outline the planning for your research

Trafodaeth a chanfyddiadau /Discussion and findings –
600 geiriau/words

Trafod y rôl y mae moeseg yn ei chwarae mewn ymchwil

Discuss the role that ethics play in research

Cyfeirio'n rheolaidd at lenyddiaeth

Make regular references to literature

Cyflwynwch eich canfyddiadau o ran eich sylwadau ar grŵp bach o ddysgwyr

Present your findings in terms of your observations of a small group of learners

Casgliad ac argymhellion /**Conclusion and recommendations** – 400 geiriau/words

Cyfosodwch eich syniadau drwy gyfeirio'n ôl at y cyflwyniad yn fyr

Synthesise your ideas by briefly referring back to the introduction

Crynhoi canfyddiadau a chydnabod cryfderau a chyfyngiadau eich ymchwil

Summarise findings and acknowledge strengths and limitations of your research

Ystyriwch effaith yr ymchwil ar eich dysgu proffesiynol a sut y gallai drawsnewid eich ymarfer

Consider the impact of the research on your professional learning and how it may transform your practice

Ymagweddau Ymchwil Yr Athrofa: Tynnu'r cyfan at ei gilydd

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

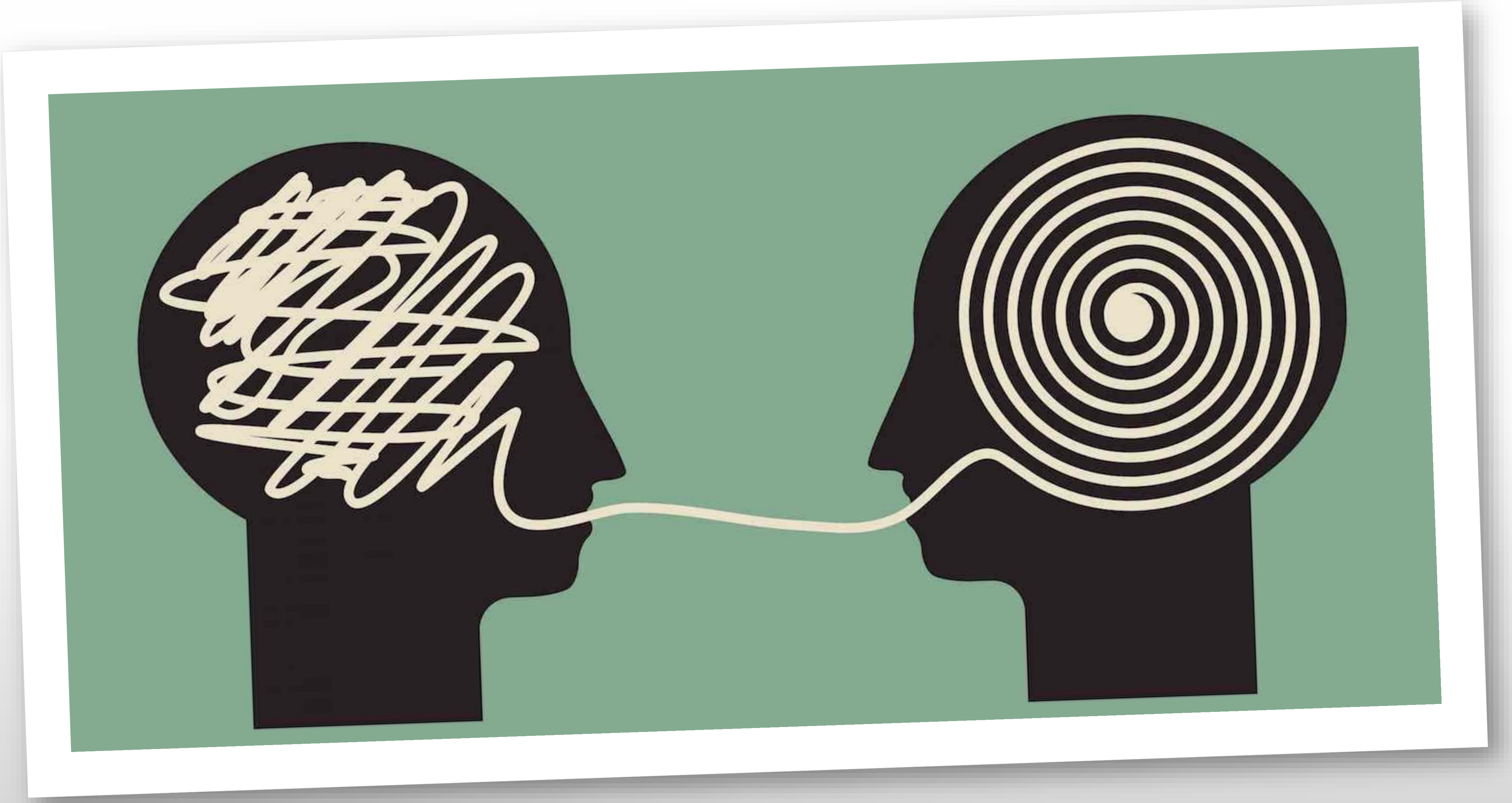
Eich nodiadau / Your notes

Section	Word count	Your notes
Cyflwyniad Introduction	200	
Adolygiad llenyddiaeth Literature review	500	
Methodoleg Methodology	300	
Tradodaeth a chanfyddiadau Discussion and findings	600	
Casgliad ac argymehllion Conclusions and recommendations	500	

ECAD 4010C

Cyflwyniad

Dydd Llun 26/02/2024



ECAD4010C Astudiaethau Proffesiynol ac Addysgeg:

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

Sesiwn 1B:

Cyflwyniad i ymchwil: Critigoldeb, adnoddau ymchwil a thuedd

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Nodau’r Sesiwn/Session Aims

- Dechrau deall lle ymchwil mewn ymarfer addysgol a’i effaith ar ddysgu ac addysgu
- To begin to understand the place of research in educational practice and its impact on teaching and learning

- Deall y gall tueddiadau, ystrydebau a chredoau athrawon effeithio ar ymarfer
- To understand that teacher bias, stereotype and belief can impact on practice

- Datblygu ymwybyddiaeth o hygrededd adnoddau yn nhermau ymchwil addysgol
- To develop an awareness of the trustworthiness of resources in terms of educational research

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

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Bod yn rhan o broffesiwn ymholgar

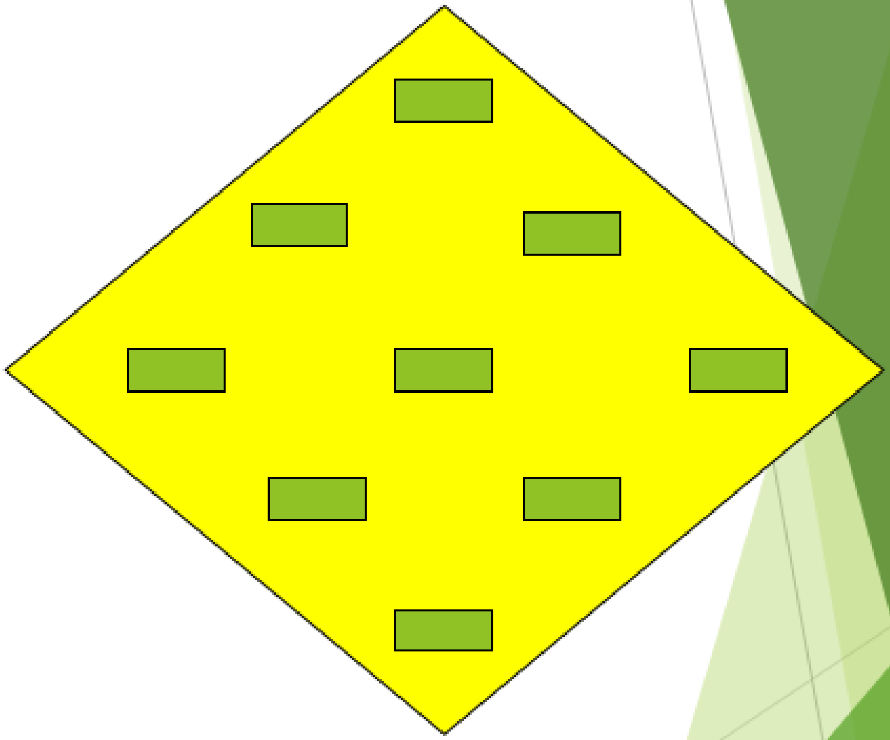
- Cyfrannu'n rhagweithiol at ystod o gynulleidfaoedd
- Cymryd rhan weithredol mewn ymholiadau a chanfyddiadau pob eraill

Ymchwil a'r proffesiwn addysgu

Teachers and students thrive in the kind of settings that we describe as 'research-rich', and research-rich schools and colleges are those that are likely to have the greatest capacity for self-evaluation and self-improvement.
BERA (2014: 4)

Y rhesymau dros ymchwil yn y proffesiwn addysgu:

- **I sicrhau bod yr addysgu yn cael ei lywio gan yr ymchwil diweddaraf**
- **I alluogi athrawon i gydweithio â chydweithwyr**
- **Bod yn atebol i fframweithiau arolygu (Estyn)**
- **I ddylanwadu ar wneuthurwyr polisi**
- **I'r Athro ennill cymwysterau pellach**
- **Er mwyn gwreiddio diwylliant ymchwil yn eu hysgol**
- **Ar gyfer dilyniant gyrfa**
- **Rhannu canfyddiadau ymchwil â chydweithwyr ehangach**
- **I gynnal ei ymchwil preifat ei hun mewn maes o ddiddordeb**
- **Codi proffil y proffesiwn addysgu yn genedlaethol ac yn rhyngwladol**
- **I wella canlyniadau myfyrwyr mewn profion allanol (TGAU, safon uwch, PISA, ac ati)**
- **I fyfyrio ar eich perfformiad eich hun**

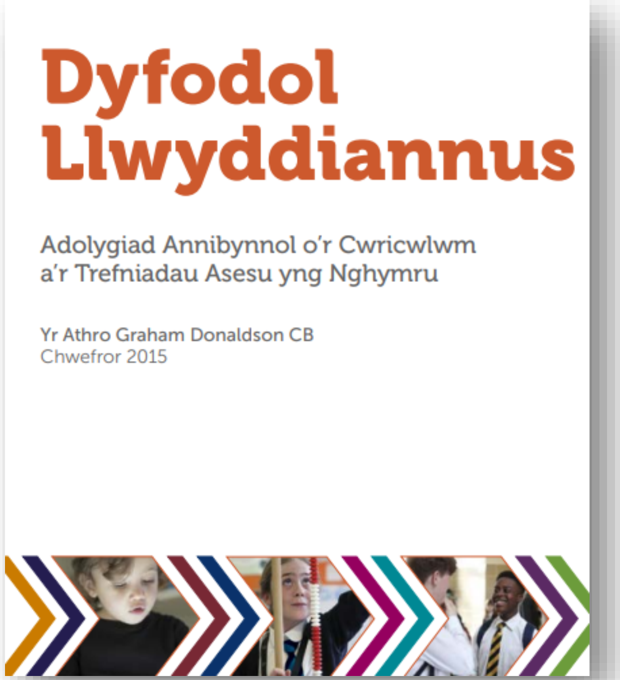


Cyfiawnhau'r dulliau a ffefrir:

https://www.mckinsey.com/~/media/McKinsey/Industries/Social%20Sector/Our%20Insights/How%20the%20worlds%20best%20performing%20school%20systems%20come%20out%20on%20top/How_the_world_s_best-performing_school_systems_come_out_on_top.ashx

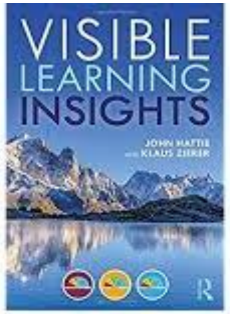
McKinsey, 2007

Bydd addysgeg gadarn "…yn galw am athrawon o ansawdd uchel sydd â dealltwriaeth drylwyr o ddulliau addysgu a'r rhesymau drostynt yn ogystal â chynnyws yr addysgu."
(Donaldson, 2015:71)



Fersiwn Gymraeg o'r fideo ar gael yma:

https://www.youtube.com/watch?v=Ilsafy6F7BI&t=38s



A good teacher … constantly questions his or her own actions and impact, continuously evaluates his or her teaching and works together with other teachers to understand what they mean by impact and to evaluate this impact.

Hattie, J and Zierer, K (2019). *Visible Learning Insights*. Oxon: Routledge. (page 5)

https://hwb.gov.wales/storage/439cef1d-0428-42b6-82bf-f5153939b3df/cyflwyniad-ir-safonau-proffesiynol-ar-gyfer-addysgu-ac-arweinyddiaeth-taflen.pdf

Cyflwyniad i'r safonau proffesiynol ar gyfer addysgu ac arweinyddiaeth

Y safon Dysgu Proffesiynol... datblygu addysgeg ymhellach. Mae'r athro yn cynyddu ei wybodaeth, ei sgiliau a'i ddealltwriaeth yn gyson a gall ddangos sut mae myfyrio a bod yn barod i gael ei herio a'i gefnogi yn gallu cyfrannu at ddysgu proffesiynol er mwyn datblygu addysgeg yn raddol.

Estyn

Darllenwch yr astudiaeth achos ar wefan Estyn am Ysgol Cynwyd Sant ac ystyriwch y canlynol:

- Sut mae’r ysgol yn hwyluso ymchwil athrawon?
- Pa fuddion i ran-ddeiliaid a gyflawnir drwy blannu diwylliant ymchwil?
- Sut mae’r ysgol yn sicrhau bod ymchwil yn gadarn, yn foesegol ac o ansawdd da?
- I ba raddau rydych wedi sylwi ar ddiwylliant ymchwil o fewn eich ysgol PAP1? Ceisiwch roi enghreifftiau os gallwch. Pa effaith a wnaeth? Sut rydych yn gwybod?

Athrawon fel Ymchwilwyr

Mae’r pennaeth yn Ysgol Cynwyd Sant wedi ymrwymo i gysyniad athrawon fel ymchwilwyr. Mae uwch arweinwyr wedi cyflwyno ffyrdd arloesol o ddatblygu medrau ymchwil athrawon fel rhan o’u gwaith bob dydd, a heb eu gorlethu. Erbyn hyn, mae ymchwil yn cefnogi ac yn ategu datblygiad proffesiynol athrawon, rheoli perfformiad a hunanarfarnu’r ysgol yn llwyddiannus.

Ffynonellau ymchwil...a oes rhai yn fwy dibynadwy nag eraill?

January 24, 2019

1GM

CHILD THERAPPY

Kids get smartphone counselling to beat depression

1 in 7 secondary school kids has mental health disorder

By SHAUN WOOLLER

CHILDREN are to be prescribed NHS counselling through their phones to beat depression.

They will be able to log in for a three-month course of therapy to get them talking about their worries.

It is intended for children aged five to 18 but only for those with mild depression.

The treatment, backed by the National Institute for Health and Care Excellence (NICE), comes despite fears too much time on screens fuels mental illness.

And critics warned against using digital courses to paper over gaps in care left by cuts.

Fiona Smith, from the Royal College of Nursing, said: "School and mental health nurses working with children have the personal contact that digital platforms cannot provide."

NICE has already backed GPs prescribing the course, known as digital cognitive behavioural therapy, for adults with mild to moderate depression.

Now it is recommending NHS doctors offer it to under-18s, too.

The course, which can involve games, quizzes and animations, is done on a computer, tablet or mobile without a waiting list.

Sessions might include writing down feelings, answering questions, and tasks to help challenge negative thoughts.

Other modules might look at developing coping strategies, setting goals and finding ways to improve self-esteem.

Paul Chrisp, from NICE, said: "The evidence showed digital CBT and group therapy were most effective at reducing depressive symptoms."

But Dr Bernadka Dubicka, from the Royal College of Psychiatrists, said: "It is important other options are available as some young people may prefer face-to-face treatment."

shaun.wooller@the-sun.co.uk

Mr and Mrs are

Blogiau

0333 3583820
Contact
#WrongBook
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TRAINING & CONSULTANCY
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Blog
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Prifysgol Cymru Y Drindod Dewi Sant
University of Wales Trinity Saint David
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My school is working young people into the ground, and failing to give them the support they need to deal with mental health issues

The secret teacher / Secret Teacher: my school dumbs down learning for students with special needs

The secret teacher / Secret Teacher: when did I become a social worker for vulnerable parents?

I'm expected to make recommendations on everything from housing to debt for parents in need of assistance. I'm out of my depth

The secret teacher / Secret Teacher: in a stressful year, it's the children who have kept me going

- Pa gyrff sydd wedi cyhoeddi'r adroddiadau proffesiynol uchod? A ydynt yn ffynonellau dibynadwy?
- Sut maent yn berthnasol i addysg yng Nghymru?
- Pa agweddau y byddai'n rhaid i chi eu hystyried cyn eu defnyddio yn eich gwaith academaidd?

Defnyddio ffynonellau yn eich ymchwil

Categoreiddiwch yr adnoddau canlynol yn rhai Dibynadwy ac Annibynadwy:
(Efallai na fydd rhai'n amlwg)

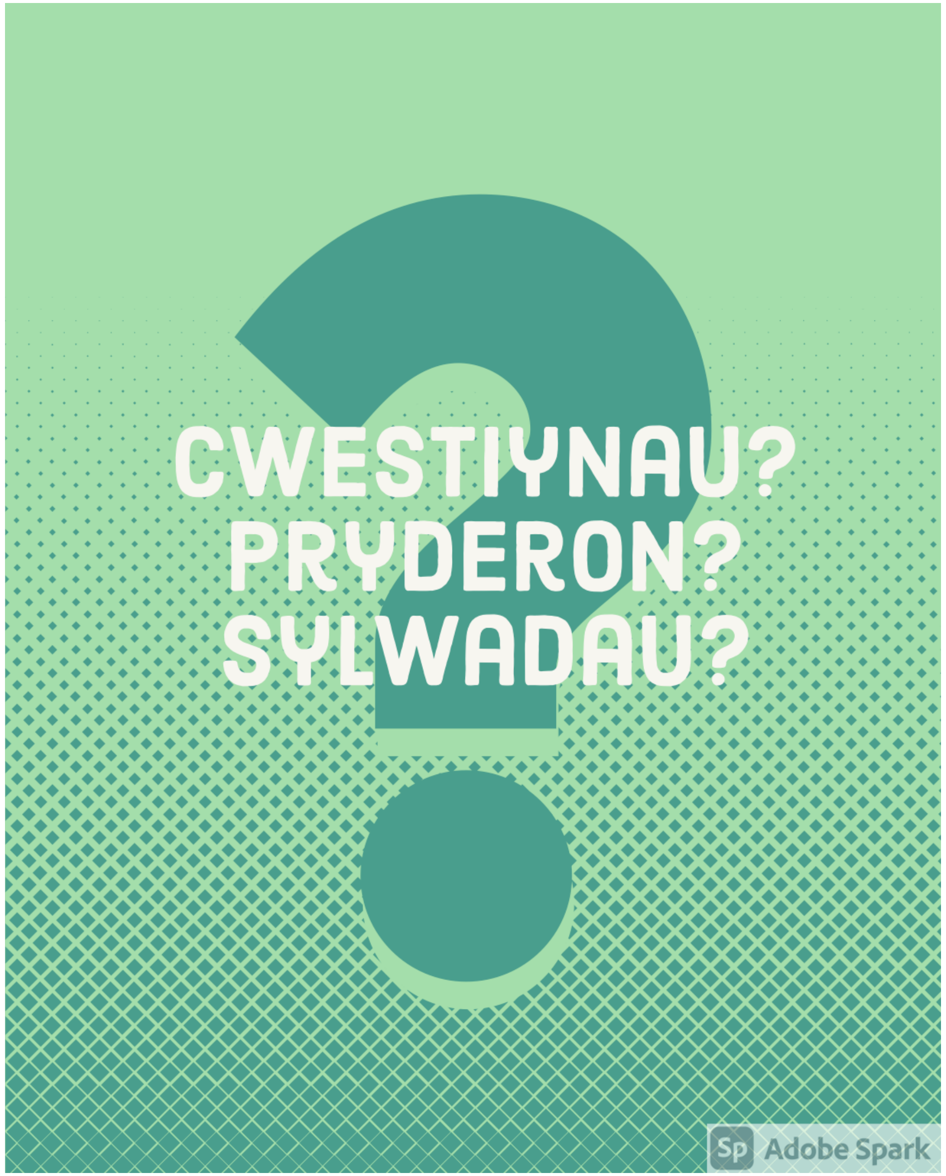
- Wikipedia
- Gwefan Estyn
- Deunyddiau oddi wrth Google Scholar
- Blogiau (efallai y bydd gwahanol fathau)
- Gwefan Llywodraeth Cymru
- Cyfryngau Cymdeithasol (megis Facebook neu Twitter)
- Erthyglau ymchwil a ysgrifennir gan awduron enwog ac uchel eu parch
- Papurau newyddion
- Llyfrgell PCYDDS

PAM rydych wedi categoreiddio'r adnoddau hyn fel y gwnaethoch?
A allwch feddwl am adnoddau eraill y byddwch/na fyddwch efallai yn eu defnyddio?

Tasg Gyfeiriol 1

- Chwiliwch am ddarn o ymchwil addysgol sydd o ddiddordeb i chi
- Mewn Trydariad, cyhoeddwch y ddolen a gwerthuso'r ffynhonnell yn feirniadol:
  - Ble a sut y gwnaethoch ddod o hyd i'r ymchwil?
  - Beth yw'r dyddiad? Oes yna ffynonellau mwy cyfoes?
  - Pwy gyhoeddodd e? Oes yna unrhyw dueddiadau amlwg?
  - A yw'n berthnasol i Gymru a gwledydd eraill?

- #Teacher Researchers
- #APLP   #UWTSD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