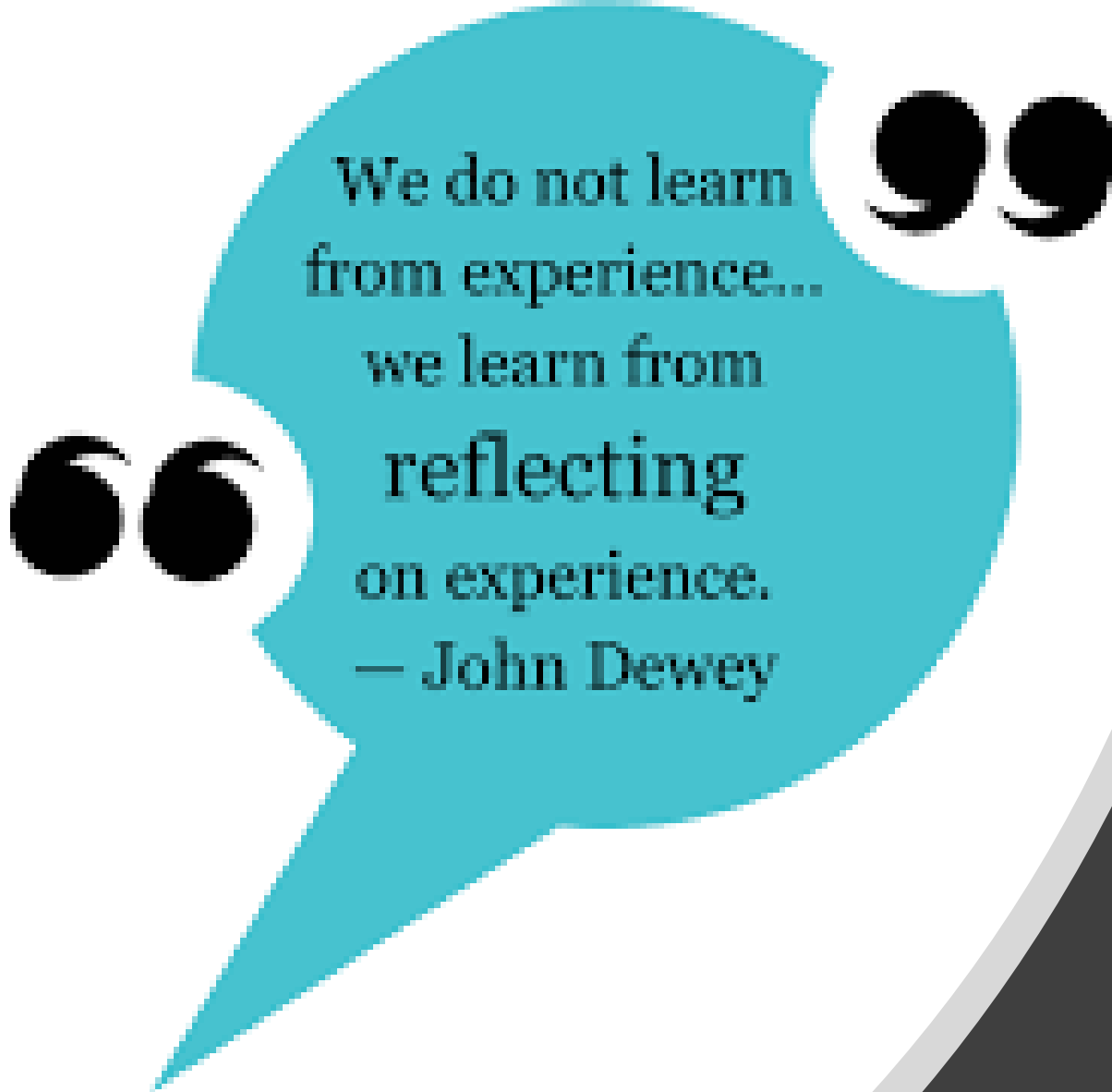




We do not learn
from experience...
we learn from
reflecting
on experience.
— John Dewey

ECAD6010

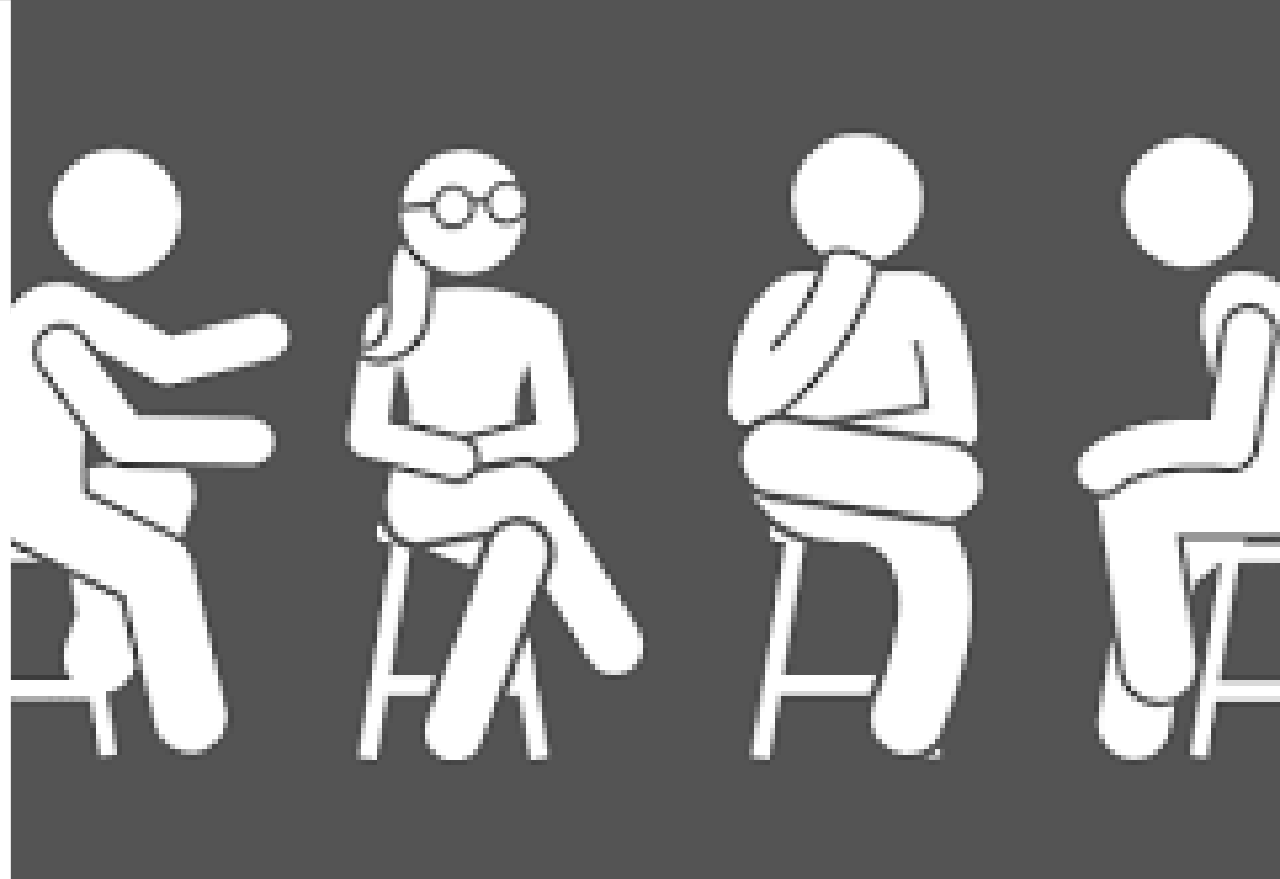
Sesiwn 11

Adfyfrio mewn Ymchwil



The unexamined life is not
worth living.

~ Socrates



Adfyfyrio

Yn dilyn eich ymchwil, bydd gofyn i chi adfyfyrio ar y broses a'ch canfyddiadau



Pam mae adfyfyrio'n bwysig?



Gall adfyfyrio eich helpu i:

- ganolbwyntio eich meddyliau a datblygu eich syniadau;
- datblygu eich llais;
- arbrofi gyda syniadau a gofyn cwestiynau;
- trefnu eich meddwl;
- datblygu eich sgiliau cysyniadol a dadansoddol;
- adfyfyrio ar brofiadau a'r prosesau y tu ôl iddyn nhw a gwneud synnwyr ohonynt;
- mynegi eich teimladau a'ch ymatebion emosiynol;
- dod yn ymwybodol o'ch gweithredoedd a'ch strategaethau;
- datblygu eich arddull a'ch sgiliau ysgrifennu.

Yn y bôn mae meddwl adfyfyriol yn cynnwys tair proses:

1

cael profiad o
rywbeth

2

meddwl am
(adfyfyrio ar) y
profiad

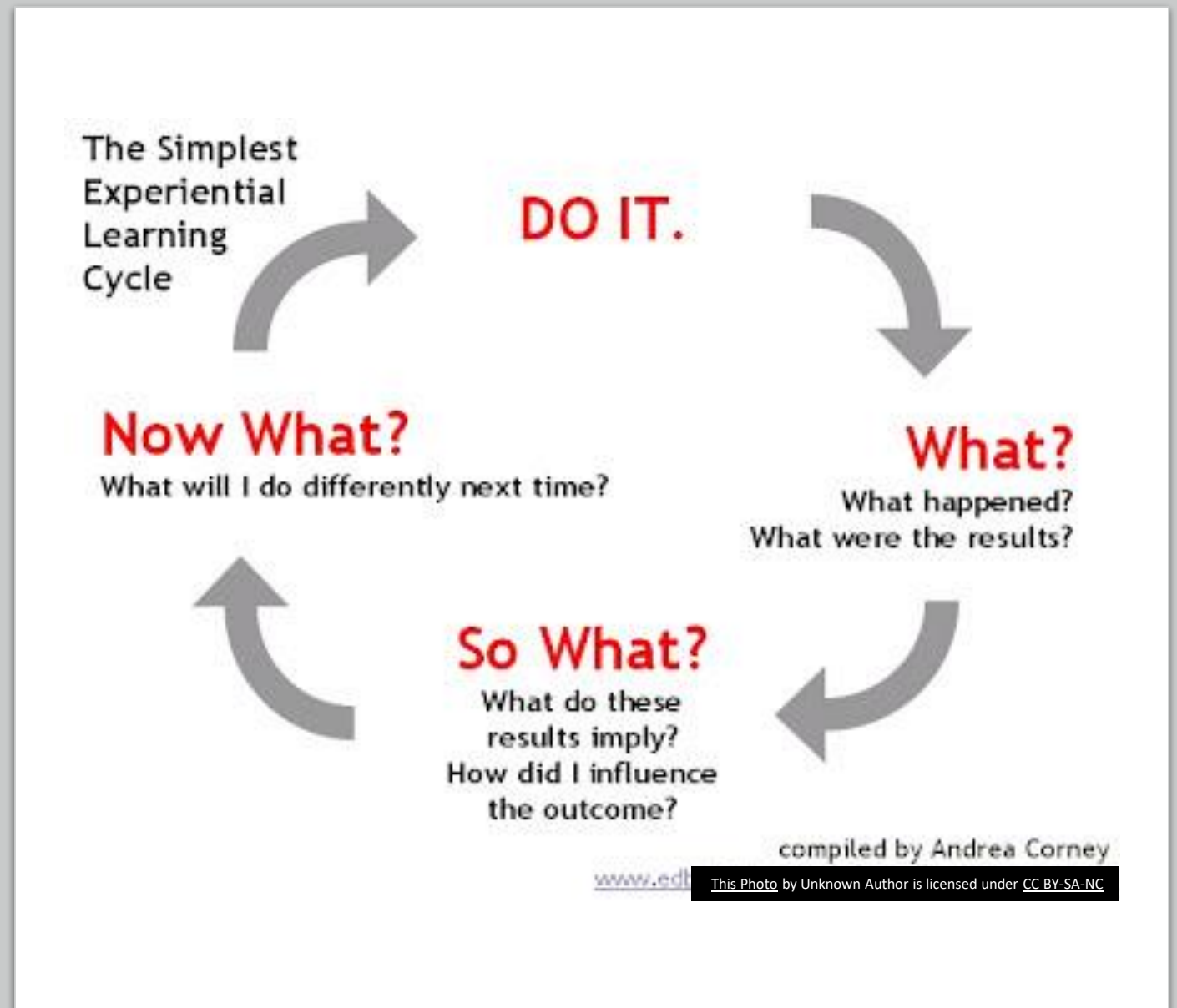
3

dysgu o'r profiad

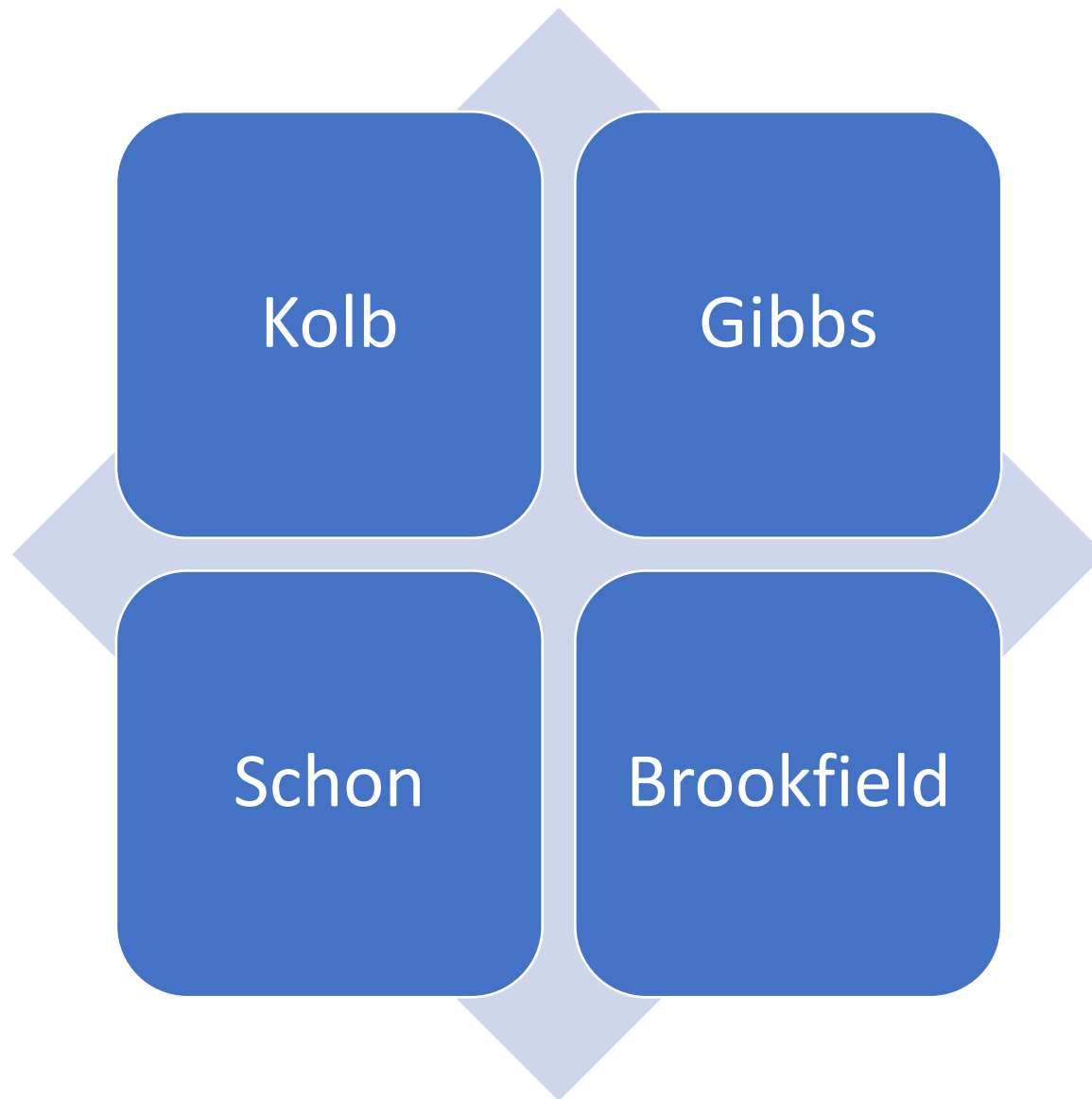
Dysgu o'r profiad...

Teitl yr aseiniad:

Astudiaeth achos archwiliadol sy'n codi o arfer (sylwi) yr ymchwiliir iddo ymhellach drwy offer ymchwil a nodir. Daw'r astudiaeth i ben drwy nodi ymyrraeth y gellir ei threialu drwy gydol y Profiad Addysgu Proffesiynol gan ddangos tystiolaeth ohoni drwy adfyfyrio yn y **Pasbort** Dysgu Proffesiynol (safonau dysgu proffesiynol).



Modelau
arfer
adfyfyriol:





Modelau arfer adfyfyriol: Kolb, 1975 & 1984

- Mae'r Cylch Dysgu'n pwysleisio arsylwi adfyfyriol fel ffordd o ddadansoddi a dod i gasgliadau ar sail profiad. Y nod yw mynd â'r dysgu hwn i brofiadau newydd, gan gwblhau'r cylch.





Modelau arfer adfyfyriol:
Gibbs, 1988

- Mae'r Cylch Adfyfyriol yn cynnwys chwe cham penodol, gan arwain o ddisgrifiad o'r digwyddiad/profiad at gasgliadau ac ystyriaeth ar gyfer digwyddiadau yn y dyfodol.

PARAGRAPH 1
Describe what happened

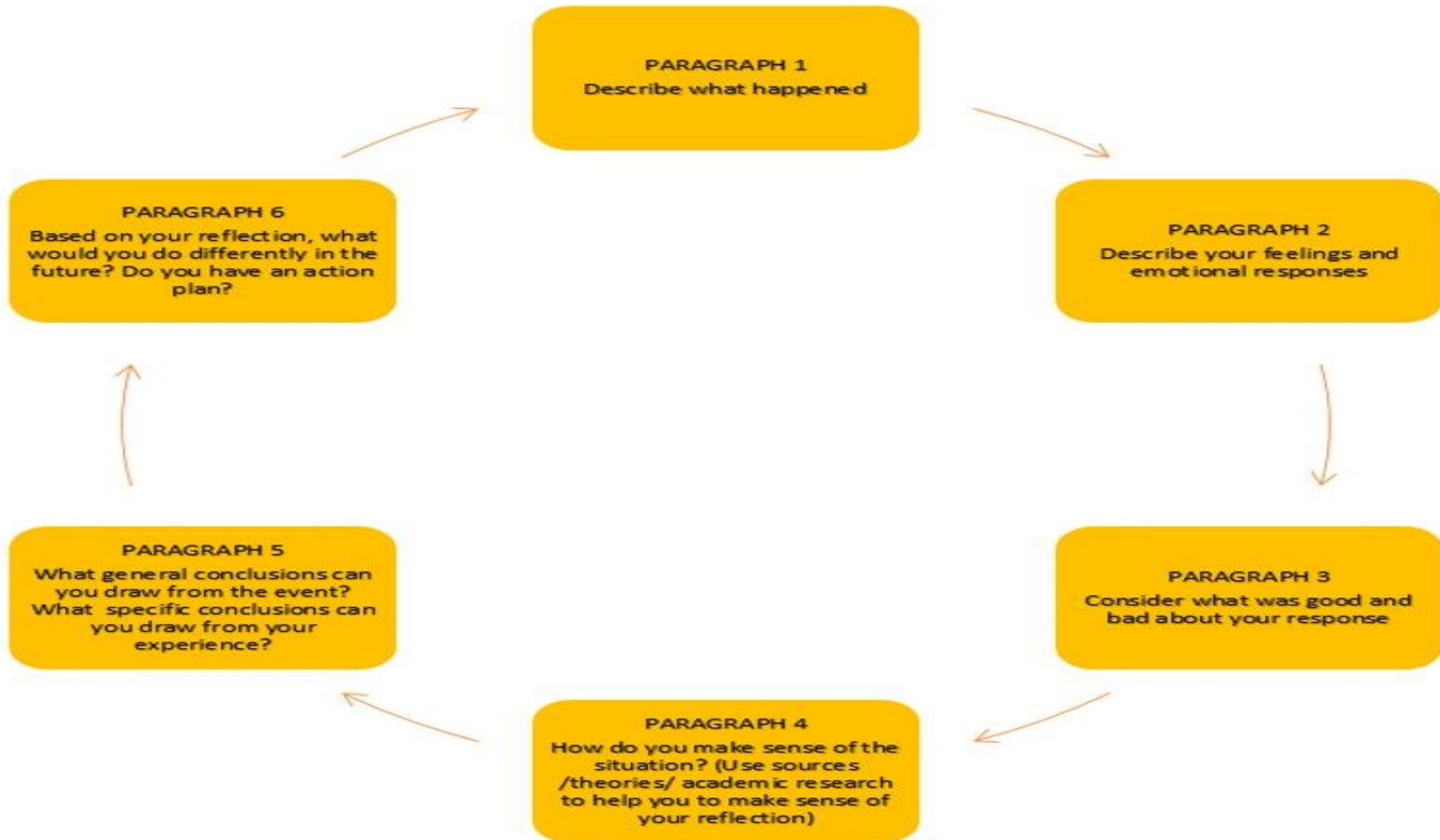
PARAGRAPH 2
Describe your feelings and
emotional responses

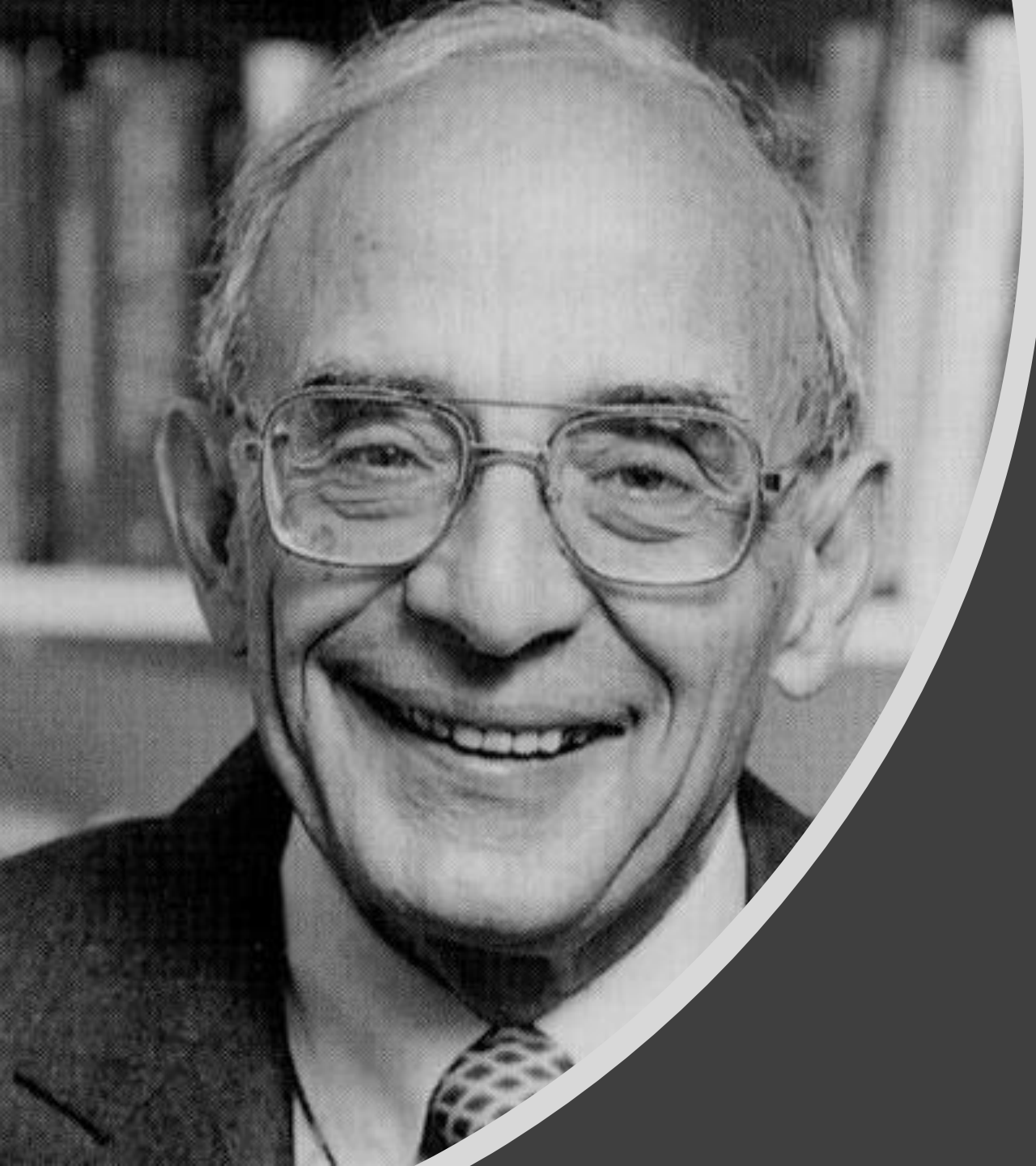
PARAGRAPH 3
Consider what was good and
bad about your response

PARAGRAPH 4
How do you make sense of the
situation? (Use sources
/theories/ academic research
to help you to make sense of
your reflection)

PARAGRAPH 6
Based on your reflection, what
would you do differently in the
future? Do you have an action
plan?

PARAGRAPH 5
What general conclusions can
you draw from the event?
What specific conclusions can
you draw from your
experience?





Modelau arfer adfyfyriol: Schön, 1978

- Cryfder y model hwn yw ei fod yn ystyried adfyfyrio wrth weithredu (yn ystod digwyddiad/profiad) a'r hyn sy'n digwydd wrth edrych yn ôl (ar ôl y digwyddiad).

Reflection in action (at the time the event is happening)

- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

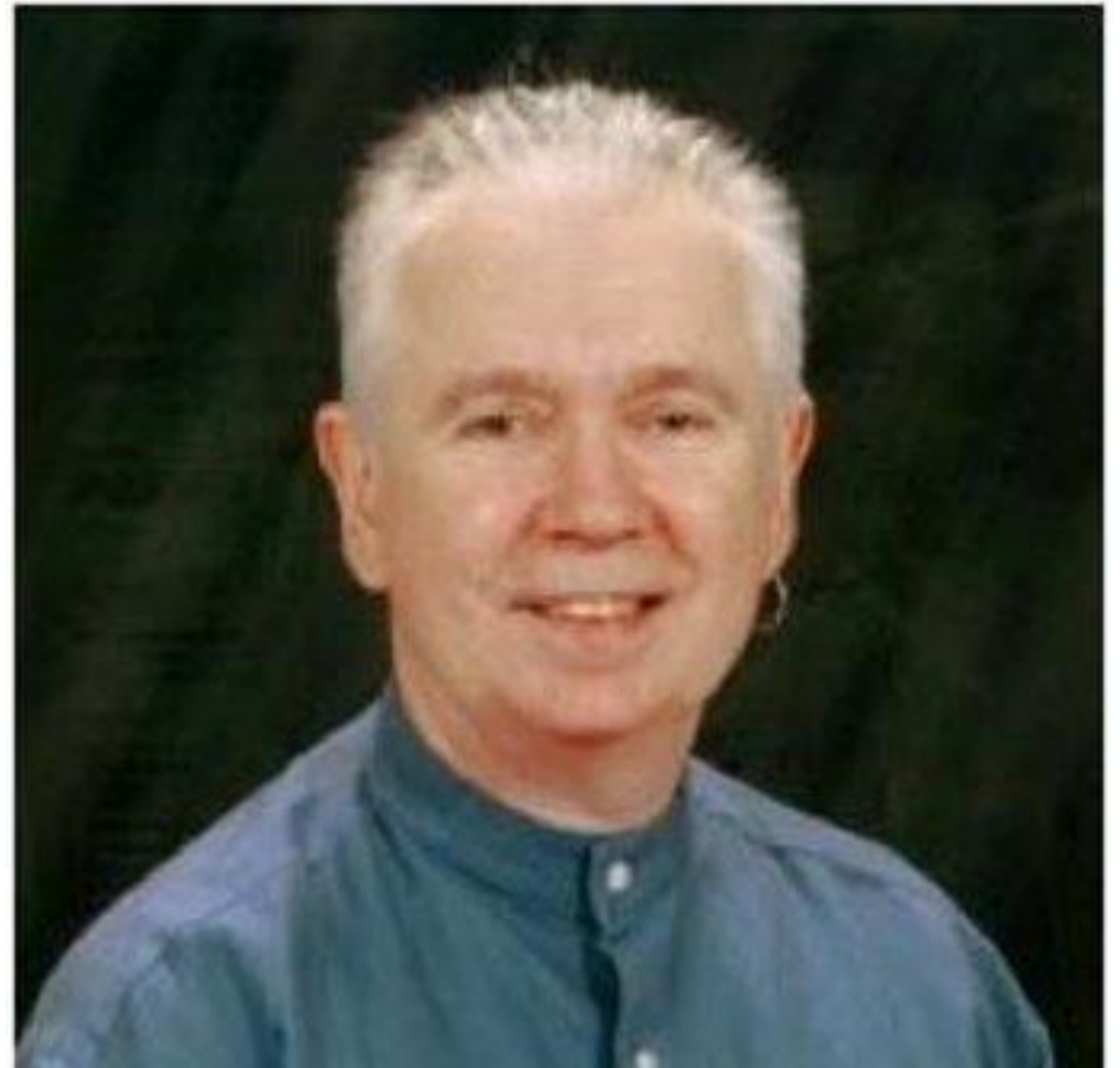
Reflection on action (after the event)

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions

Modelau arfer adfyfyriol: Brookfield, 1998 & 2005

- Mae'r model hwn yn cynnig pedair lens y gall athrawon eu cymhwyso mewn proses o adfyfyrio beirniadol: (1) yr hunangofiannol, (2) llygaid y myfyrwyr, (3) profiadau ein cydweithwyr, a (4) llenyddiaeth ddamcaniaethol.

(Lensys Brookfield)



Our
autobiographies
as learners

SELF

Our students'
eyes

STUDENTS

Our colleagues'
experiences

PEERS

Theoretical
Literature

SCHOLARSHIP

Mae angen i chi:



- Ystyried pa ddull o adfyfrio y byddwch yn ei ddefnyddio
- Ymgymryd â rhywfaint o ddarllen ynglŷn â'r ddamcaniaeth/theori y mae eich dull dewisol o adfyfrio yn seiliedig arni.

O
ganfyddiadau
i weithredu:

From findings to action ...

The boxes will expand as you type.

From findings to action ...	
1. As a result of your research/ enquiry activity, what did you find out in relation to your research question?	
2. How robust are these findings? What are the limitations?	
3. Are there any implications for doing things differently as a result?	
3a. If so, what are the implications?	3b. If not, why not?
4a. Are these individual or collective changes? Are they structural changes or pedagogic changes?	4b. What more do you want/ need to know about the research/ enquiry focus?
5a. How might you go about taking forward these changes?	5b. How might you go about doing this?
6. What barriers might you meet, how might you overcome them?	
Action: next step pledge: what will you do next in relation to enquiry in your school/classroom?	

Teitl yr aseiniad:

Astudiaeth achos archwiliadol sy'n codi o arfer (sylwi) yr ymchwiler iddo ymhellach drwy offer ymchwil a nodir. **Daw'r astudiaeth i ben drwy nodi ymyrraeth** y gellir ei threialu drwy gydol y Profiad Addysgu Proffesiynol gan ddangos tystiolaeth ohoni drwy adfyfyrio yn y **Pasbort Dysgu Proffesiynol** (safonau dysgu proffesiynol)

Continuing professional learning

Sustained highly-effective practice descriptor:

Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to leading development for colleagues within and beyond the school.

Induction descriptor:

The Professional Learning Passport is used to support reflective practice and record an active commitment to continuing professional learning, leading to the controlled implementation of new or revised techniques and approaches.

QTS descriptor:

The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in

PLP



Developing new techniques

Sustained highly-effective practice descriptor:

Evidence-based, disciplined techniques are used effectively to meet challenges and take learning forward.

Induction descriptor:

There is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience.

QTS descriptor:

Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.

PLP



