

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

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ECAD6015 ~ BA3
Arwain y Dysgu
Leading the Learning





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University of Wales
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*Y buddion o ddod yn
athro mwy effeithiol*



*The benefits of becoming more
effective teachers*

Archwilio egwyddorion dysgu Rosenshine

Trafod pwysigrwydd 'adlewyrchu dealltariâth'



Explore Rosenshine's Principles of Instruction

*Discuss the importance of 'checking for
understanding'*



Canllawiau blaenorol

Previous guidance



Bwriadau â
ffocws

Focused
intentions



Bachau

Hooks



Angori
Meddwl

Anchoring
thinking



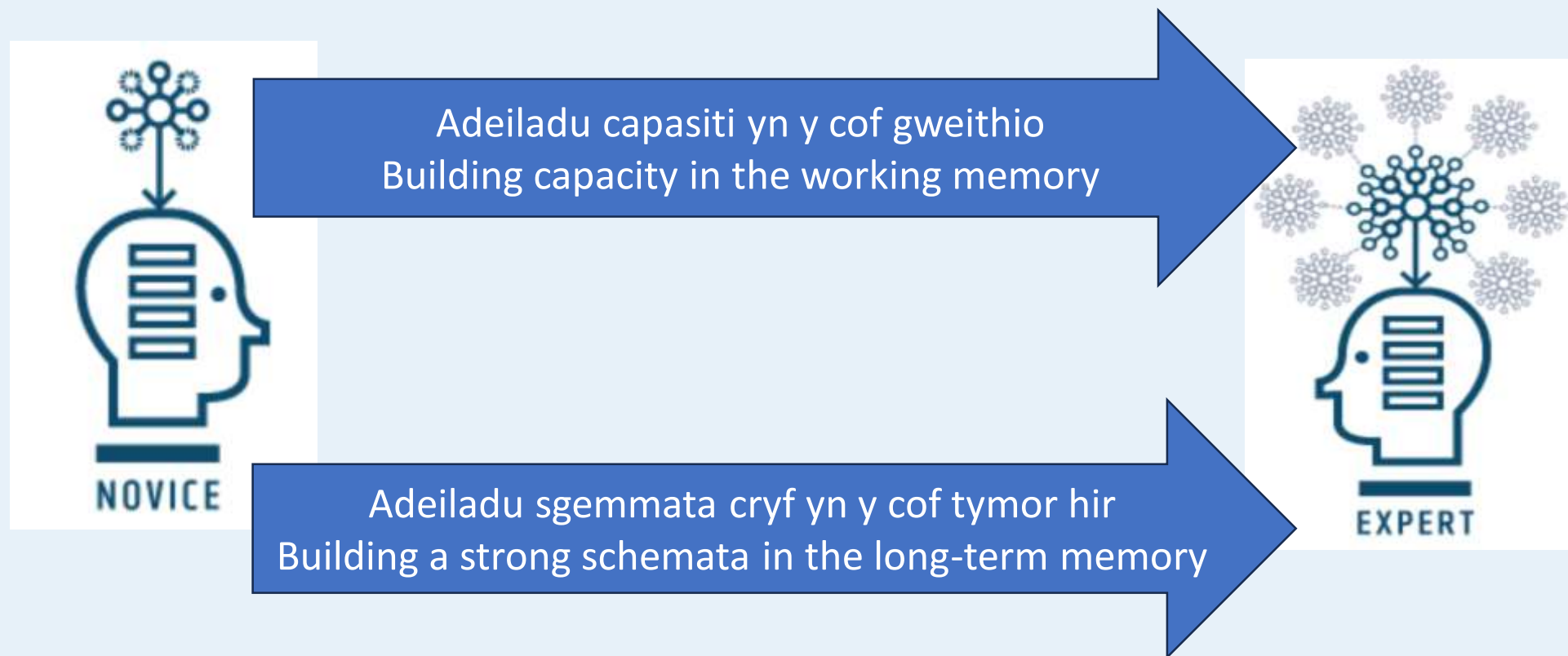
Datblygu
iaith

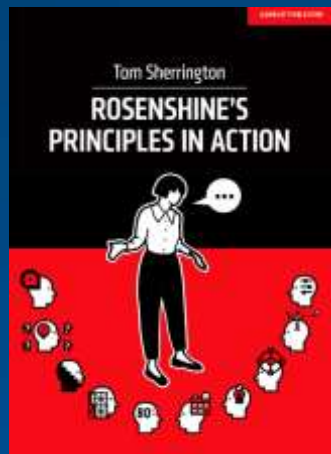
Developing
language



Theori Llwyth Gwybyddol Cognitive Load Theory

(Sweller, 1988, 2011)





Sherrington's 'Simplified Four Strands'

Dilyniannu cysyniadau a modelu

- 2. Cyflwyno deunydd newydd gan ddefnyddio camau bach
- 4. Darparu modelau
- 8. Darparu sgaffaldiau ar gyfer tasgau anodd

Cwestiynau

- 3. Gofyn cwestiynau
- 6. Gwiriwch am ddealltwriaeth

Adolygu deunydd

- 1. Adolygiad dyddiol
- 10. Adolygiad wythnosol a misol

Camau ymarfer

- 5. Llywio ymarfer y myfyriwr
- 7. Cael cyfradd llwyddiant uchel
- 9. Ymarfer annibynnol

Sherrington's Simplified Four Strands

Sequencing concepts and modelling

- 2. Present new material using small steps
- 4. Provide models
- 8. Provide scaffolds for difficult tasks

Questioning

- 3. Ask questions
- 6. Check for understanding

Reviewing material

- 1. Daily review
- 10. Weekly and monthly review

Stages of practice

- 5. Guide student practice
- 7. Obtain a high success rate
- 9. Independent practice



Sut ydym ni'n dod yn
fwy 'YMATEBOL' ac yn
chwilio am dystiolaeth
o'r dysgu hwn?

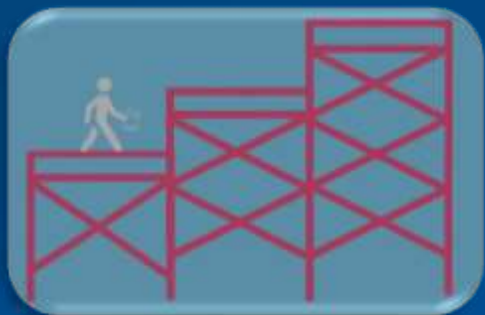
Mae'r dysgu hwn yn
'gudd'

Mae'n digwydd yn
ymennydd ein myfyrwyr.

How do we become
more 'RESPONSIVE'
and seek out evidence
of this learning?

This Learning is
'Hidden'

It happens in our
students' brains.



Llinyn 1 – Dilyniannu cysyniadau a modelu

Athrawon mwy effeithiol...

- torri lawr cysyniadau a gweithdrefnau i mewn i gamau bach.
- sicrhau bod myfyrwyr yn cael cyfle i ymarfer pob un o'r camau.
- darparu cefnogaeth addysgol dda.
- yn gallu adrodd y penderfyniadau a'r dewisiadau y maent yn eu gwneud.

Strand 1 – Sequencing concepts and modelling

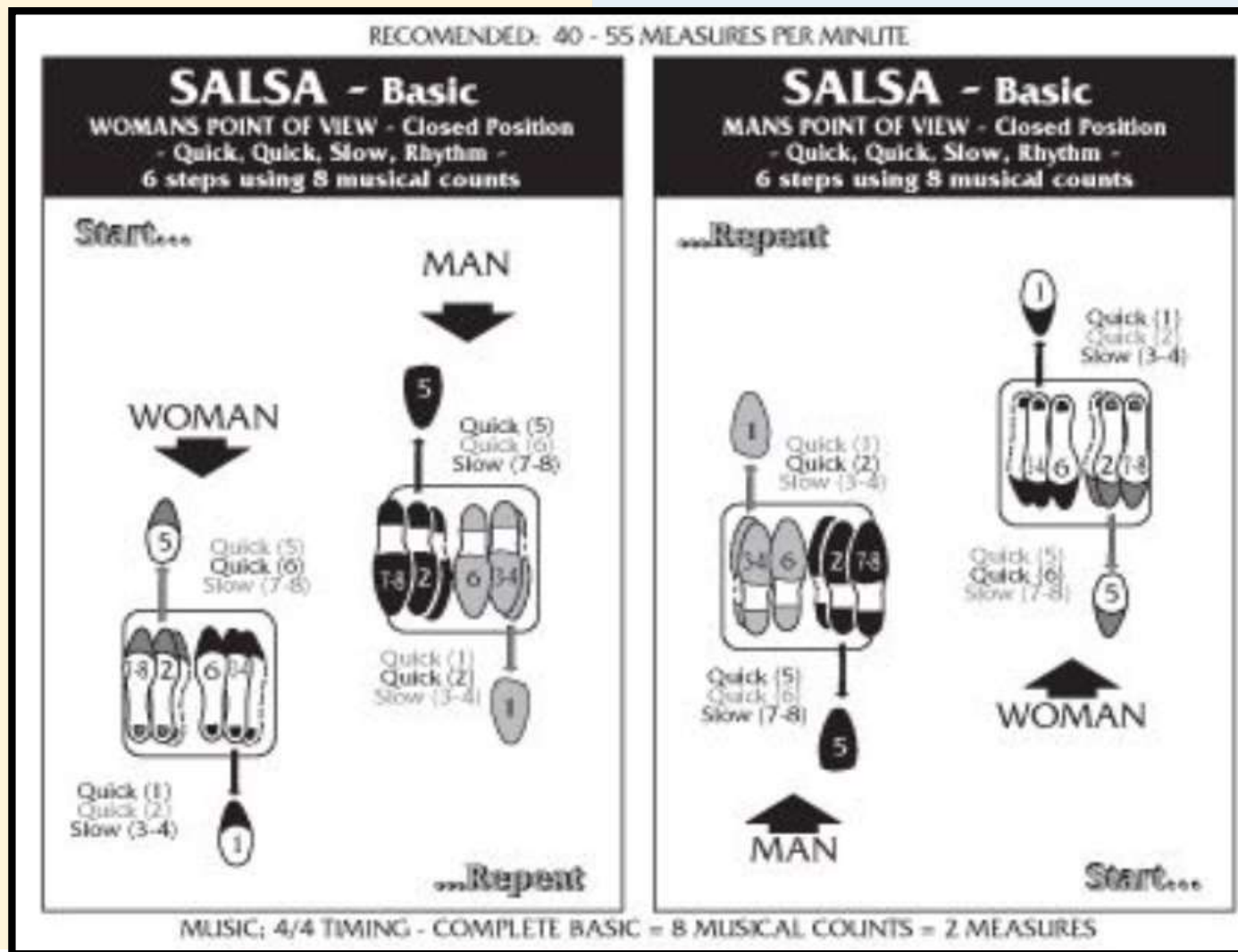
More effective teachers...

- break down concepts and procedures into small steps.
- ensure students have the opportunity to practise each of the steps.
- provide good instructional support.
- will be able to narrate the decisions and choices they make.



Tasg: Hoffwn i chi ddysgu'r 'Salsa'. Mewn parau, ymarferwch y Camau a gallwch ei berfformio ar ddiwedd y ddarlith.

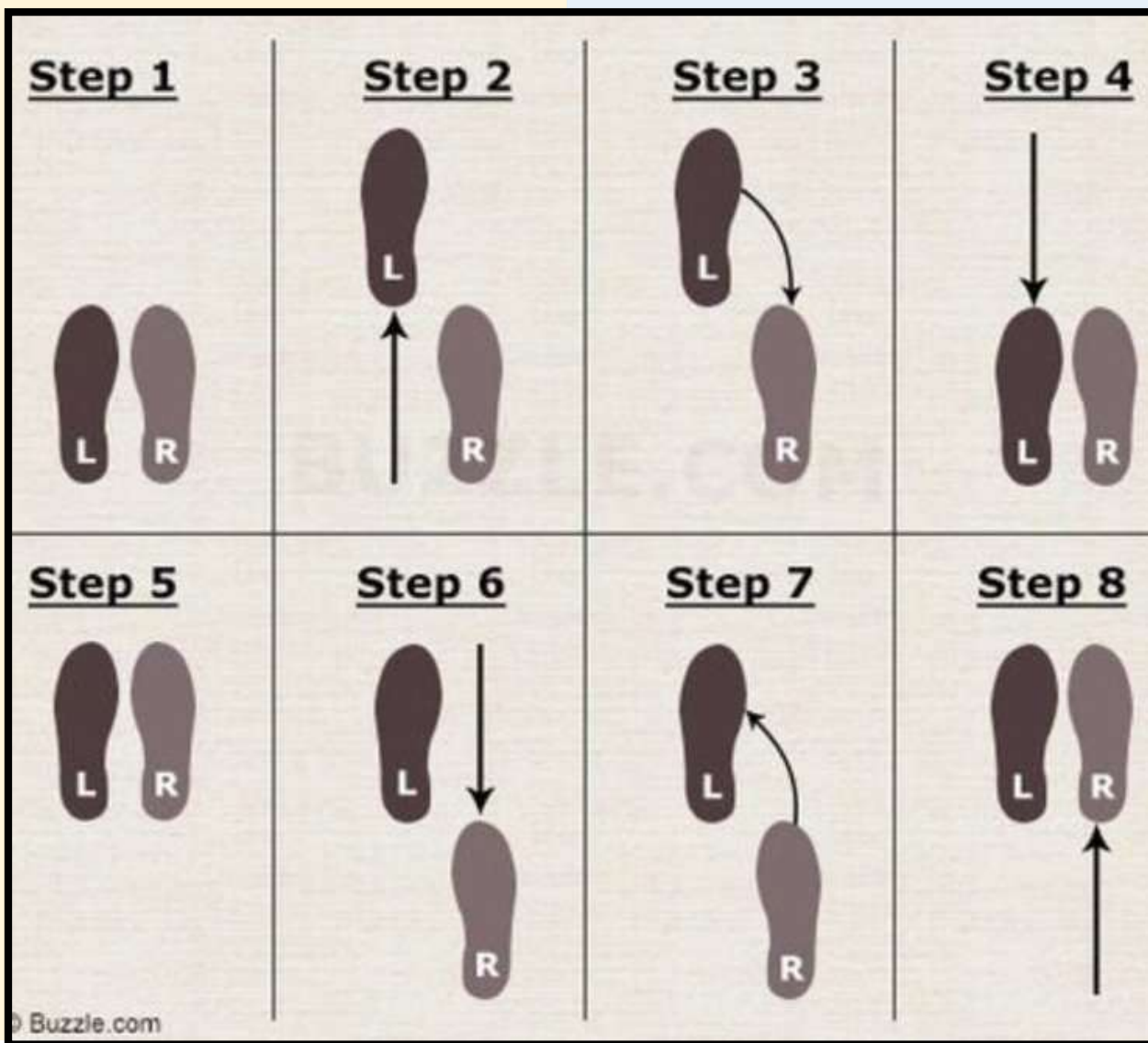
Task: I would like you to learn the 'Salsa.' In pairs, please practice the steps and you can perform it at the end of the lecture.

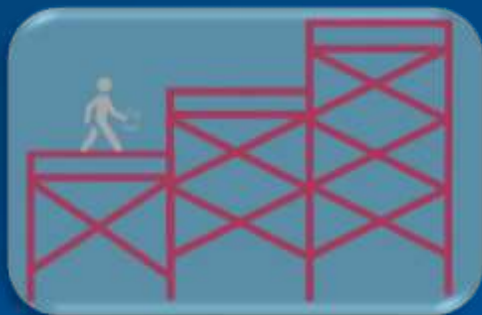




A fyddai hyn yn
ddefnyddiol?

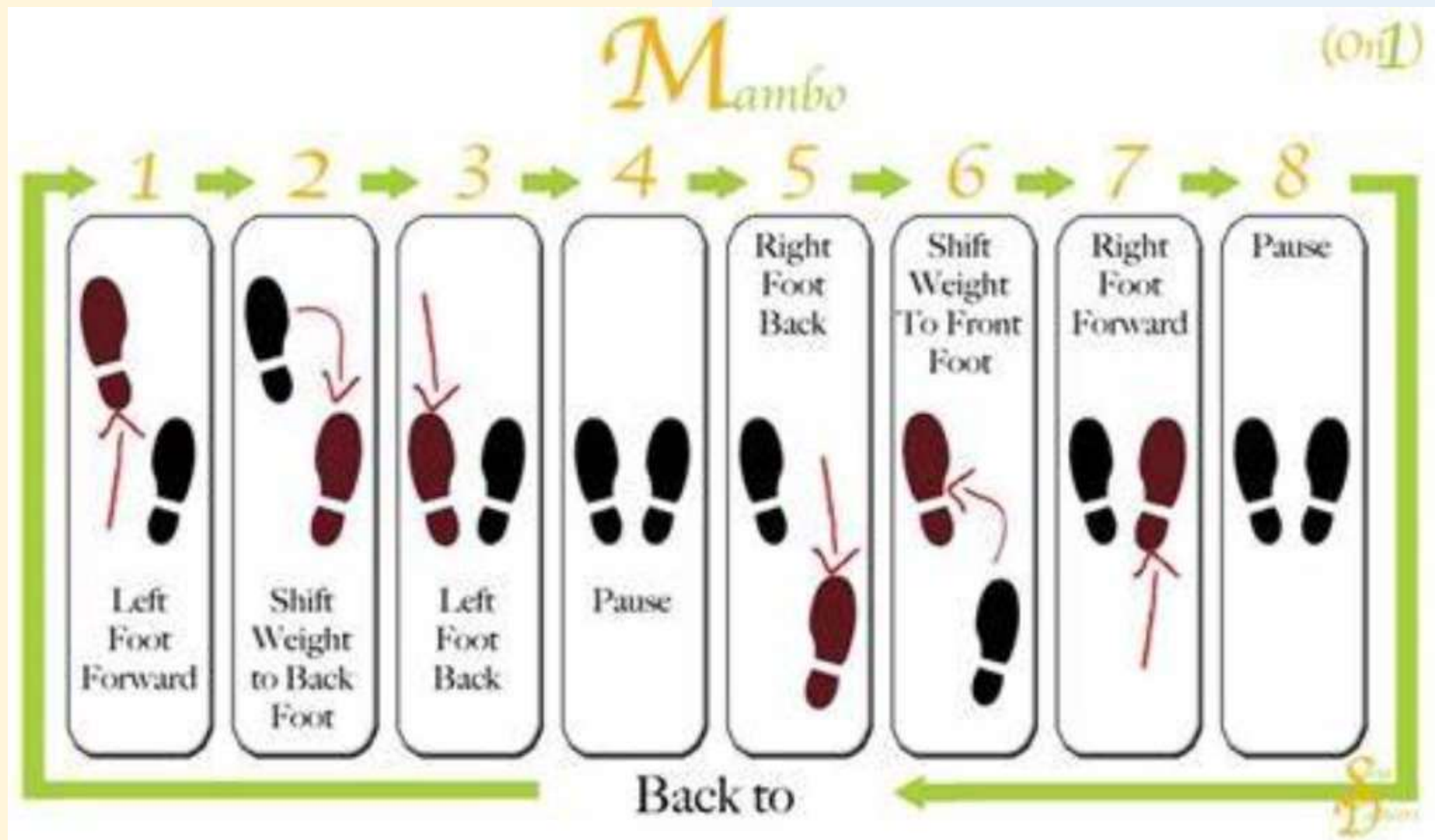
Would this be useful?





A fyddai hyn hyd yn
oed yn well?

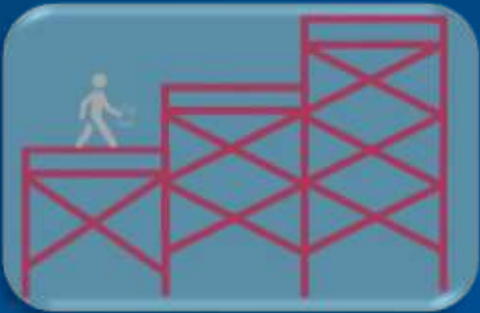
Would this be even
better?





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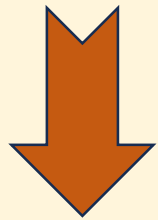


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'Nid ydym bob
amser yn gwybod
beth rydym yn ei
wybod'
(Sherrington,
2019)

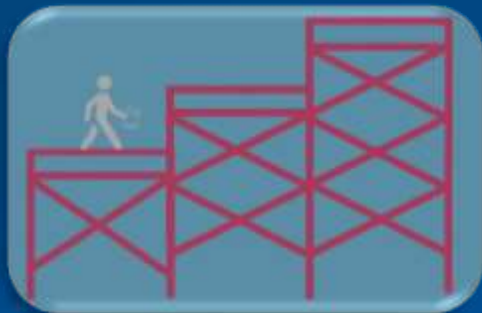


DDEALLEDIGD
GWYBODAETH

'We don't always
know what we
know'
(Sherrington,
2019)



TACIT
KNOWLEDGE

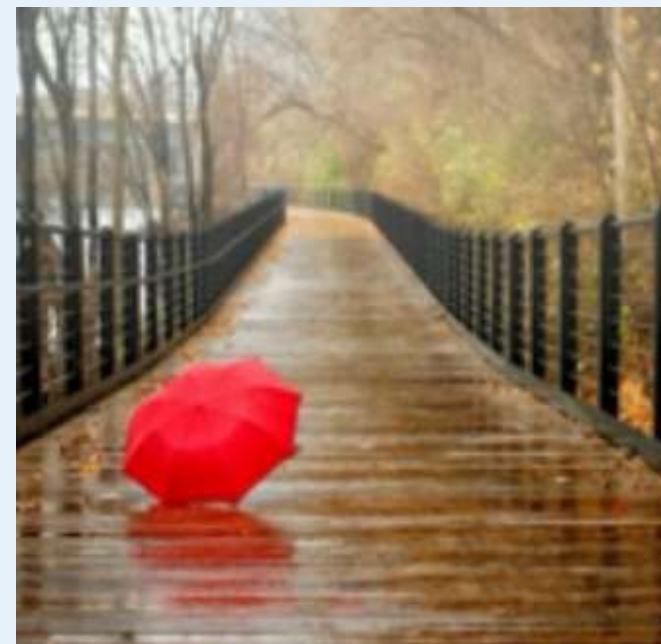


TASG: Beth sy'n amwys ac
yn ddiamwys yn y
delweddu?



A allwch chi roi eich
enghreiffftiau eich hun o
bethau amwys a diamwys yn
yr ystafell ddosbarth?

TASK: What is implicit and
explicit in the images?



Can you give your own
examples of implicit and
explicit in the classroom?



Llinyn 2 - Cwestiynau

Athrawon mwy effeithiol...

- gofyn mwy o gwestiynau i 'wirio am ddealltwriaeth'
- cynnwys mwy o fyfyrwyr wrth holi a gwirio ymatebion gan bawb.
- Cymerwch amser i esbonio, egluro a darparu adborth a chywiriadau systematig.

Strand 2 - Questioning

More effective teachers...

- ask more questions to 'check for understanding'
- involve more students in questioning and check responses from all.
- take time to explain, clarify and provide systematic feedback and corrections.



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Sut fydddech chi'n 'gwirio am ddealltwriaeth'?
How would you 'check for understanding'?



Risg Uchel
Gweithgaredd

High Risk
Activity





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Camsyniadau o ddealltwriaeth

Dim ond gofyn ychydig o gwestiynau

Galw am ychydig o wirfoddolwyr

Tybiwch fod y dosbarth cyfan bellach yn deall gan eu bod wedi gwrandao ar yr atebion a wirfoddolwyd

Misconceptions of understanding

Only ask a few questions

Call on a few volunteers

Assume the whole class now understands as they have listened to the volunteered answers



Camsyniadau o ddealltwriaeth

Gofynnwch 'Oes unrhyw gwestiynau?' a chymryd eich bod yn deall os nad oes unrhyw gwestiynau.

Tybiwch fod pwyntiau ailadrodd yn ddigon i greu dealltwriaeth

Defnyddio cwestiynau hunan-adroddiad rhethregol

Misconceptions of understanding

Ask 'Are there any questions?' and assume understanding if there aren't any.

Assume repeating points is enough to create understanding

Use rhetorical self-report questions



Newid y cwestiwn:



Ydych chi wedi
deall?



Beth ydych chi
wedi'i ddeall?

Change the question:



Have you
understood?



What have you
understood?



Llinyn 3 – Adolygu deunydd

Athrawon mwy effeithiol...

- annog eu myfyrwyr i archwilio eu dealltwriaeth flaenorol yn hytrach na'i chofio yn unig.
- Cynnwys myfyrwyr mewn amrywiaeth o ffurfiau o ymarfer adferiad.
- Gweld dysgu fel 'proses gynhyrchol' i feithrin rhuglder a nodi meysydd o ansicrwydd.

Strand 3 – Reviewing material

More effective teachers...

- encourage their students to explore their prior understanding rather than just remembering it.
- routinely engage students in a variety of forms of retrieval practice.
- View learning as a 'generative process' to build fluency and identify areas of uncertainty.



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TASG: Sut allwn ni annog
ein disgyblion i archwilio eu
gwybodaeth flaenorol yn
hytrach na'i gofio 'yn syml'?

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Task: How can we
encourage pupils to explore
their prior knowledge rather
than 'simply' remember it?

"Mae ar flaen fy
nhafod..."



'It's on the tip of
my tongue...'





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A allwn ni adeiladu
'rhuglder cofio' drwy ofyn
i'n disgyblion gynhyrchu
eu fersiwn eu hunain o
wybodaeth o'r cof?

Can we build 'fluency of
recall' by asking our pupils
to generate their own
version of information
from memory?

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Llinyn 4 – Camau ymarfer

Athrawon mwy effeithiol...

- rhowch fwy o amser ar gyfer ymarfer dan arweiniad er mwyn adeiladu 'sgema cryf'.
- darparu'r offer i fyfyrwyr ar gyfer ymarfer annibynnol.
- gosod cwestiynau a thasg gydag arfer digonol i gyflawni cyfradd llwyddiant uchel.

Strand 4 – Stages of practice

More effective teachers...

- give more time for guided practice in order to build a 'strong schema'.
- provide students with the tools for independent practice.
- set questions and task with sufficient practice to achieve a high success rate.



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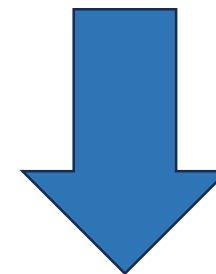
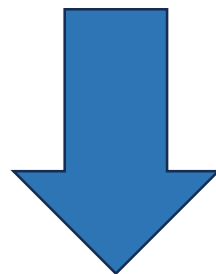
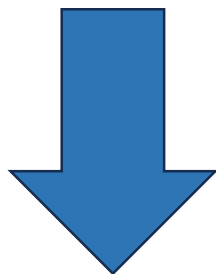
'Rwy'n ei wneud'
'I do it'



'Rydym yn ei wneud'
'We do it'



'Rydych chi'n ei wneud'
'You do it'



Pa Strategaethau?
What Strategies?



Amser ar gyfer cwestiynau



Time for questions





Rhestr Gyfeiriadau/References List

- Rosenshine, B (2012) 'Principles of Instruction: Research-based Strategies That All Teachers Should Know', in American Educator, pp. 55-84.
- Sherrington, T (2019). Rosenshine's Principles in Action. Woodbridge: John Catt Educational Ltd.
- Sweller, J (1988) Cognitive Load during problem solving: Effects on Learning. *Cognitive Science*, 12, 257-285.