

A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident

Introduction

Implementing an evaluation of a critical incident, this study explores the effect and use of observation, critical reflection and importance of professional development within teaching. Using the overarching framework of the studies mentioned in this paper to develop personal pedagogical development and reflective teaching, this study aims to draw conclusions from one observed critical incident. Observing four lessons in a comprehensive school, a critical incident will be explored and reflected upon using relevant methods. Reviewing a large number of existing studies, theories and frameworks for observation and critical reflection, these are employed through the methodology and reflection of the study to effectively analyse a critical incident.

To contextualise this study's use of critical incident, this paper will assess and reflect on an observation experience at a Welsh medium school based in Carmarthenshire. There are around 1,100 pupils at the school, 40% from English speaking backgrounds, however all speak Welsh to first language level. Under 8% pupils are eligible for free school meals and around 9% are registered as ALN (Estyn, 2019.) The class observed by the researcher was a mixed ability Year 8 class of 28 pupils, which is set for certain subjects, following the school's setting policy. In the critical incident discussed, the class was set for English but consisted of 20 of the same pupils and only 8 from another class. In accordance with BERA

guidelines for anonymity “considered the norm for the conduct of research” (Principle 40, BERA 2018,) all information regarding the school and its pupils has been anonymised.

During observation, following the same class a great advantage when comparing the behaviour from class to class and consider their response to different teaching styles. In the case of the critical incident the teacher held a strict, controlled attitude with the class but was effective at probing and questioning their responses when necessary. It is important to note however, that the teacher had missed the previous lesson due to sickness, and according to a recent inquiry by National Assembly for Wales (2015, also cited by Estyn, 2013) the use of supply teaching impacts on pupils’ behaviour and 80% of respondents “learnt less with a supply teacher than with their usual class teacher” (pg.36 Ibid.)

Methodology

Firstly, many methods of observation were evaluated which would be applicable to the scope of the study. By deciding firstly to focus on the whole-class atmosphere as there was no clearly defined groupings of different behaviours during the first visit to the class, it was more effective to look at behaviour changes from lesson to lesson. The researcher used overt participation observation as the basis of the methodology, as research method literature in education outlines and mostly uses for contemporary research (Stringer, 2008, Oancea 2009, Newby 2010, Cohen et al. 2017, Ary et al. 2019.) As the study was ethnographic and the form teacher had previously informed the class of our visit, covert and non-participant observation was not an option.

Considering the vast literature on observation strategies and methods of noting such observations (Sharman et al. 2007, Hobart and Frankel 2009, Wragg 2011,) there was multiple ways the observation during this study could be recorded. Considering time sampling as this could give tracked, triangulated (both qualitative and quantitative data) across a time scale, as discussed in “Learning through Observation” (Fawcett, 2016,) however previous use found dividing behaviour by verbal/non-verbal and good/bad too structured and might miss subjective or subtle behaviours.

The Target Child approach was also a considered method, by focusing on one pupil’s behaviour and helped the researcher to focus on pupil’s “socialisation and communication” (Sylva et al., 1999, Green 2000.) Pioneered by Sylva in 1970 as part of the EPPE project (Sylva et al. 2003,) to discover the situations which promoted children’s concentration and use of language, this technique is useful when considering critical incidents of where children’s focus was lost, as is the case with the critical

- Activity codes:
TC = target child (the child’s name or initials are not used)
C = child
A = adult
- Language codes:
To record language (what the child is saying), you would simply write: TC>C, if the target child is speaking to another child, or TC>A, if they are speaking to an adult.
- Task codes:
LMM = large muscle movement
LSC = large-scale construction
SSC = small-scale construction
MAN = manipulation
SM = structured materials
PS = problem solving
SVT = scale-version toys
IG = informal games
SINP = social interaction, non-play
DB = distress behaviour
This is just an example of what can be an extensive list.
- Social codes:
SOL = the target child is playing on their own (solitary)
PAIR = the child is with one other person, child or adult
SG = the target child is within a small group (three to five children)
LG = the target child is within a large group (six or more children)
PAIR/P = the target child is playing parallel to one other child
SG/P = the target child is playing parallel to a small group
LG/P = the target child is playing parallel to a large group
If there is an adult interacting with an activity, there would be a circle drawn around the social code.

Excerpt from a target child observation

Details of the child and the setting (Note: these details will be similar to the ones recorded for the naturalistic observation described previously)			
Activity record	Language record	Task code	Social code
TC takes cup in right hand. Pushes it under the sand and brings it up filled with sand. Holds funnel in left hand. Pours sand from cup into funnel.	TC>C Look it’s falling	MAN	PAIR
C adds water to the sand. TC tries it around. C puts the damp sand in to the cup. TC takes cup and tries to pour the sand into the funnel.	C>TC it won’t go	MAN PS	PAIR

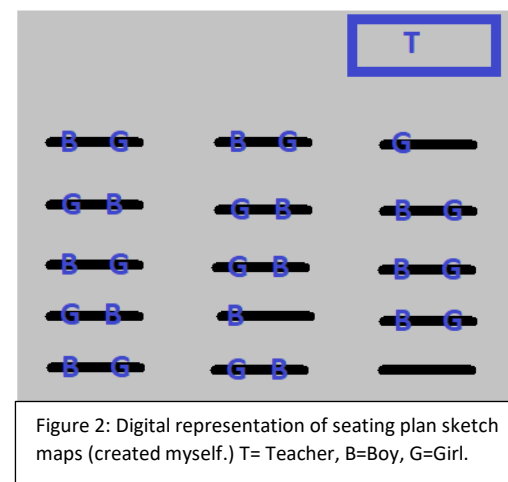
Figure 1: Target Child observation example, pg.110, Mukherji et al. (2009)

incident later discussed. Disadvantages arose when considering the time constraints and limitations regarding using the coded language and what this might miss regarding non-verbal aspects such as body language, a key indicator of children’s emotions and response in the class (Lahelma 2000, Silfver 2018.)

Vignettes were also another observation method highly used in classroom observation and childhood development studies (Panhwar 2012.) Defined as “short scenarios in written or pictorial form, intended to elicit responses to typical scenarios” (Hill 1997:177,) it was considered a detailed way of portraying specific incidents. This was suitable for finding a specific area of learning to observe a critical incident, however as this observation was general to begin with and collecting a range of data, this method did not support such research.

The approach considered most appropriate for this research was a naturalistic observation style, collecting a running record upon entering the lesson (such as wall displays, seating plan etc.,) and then to keep an anecdotal record (Boyd-Batstone, 2004.) This recording technique notes when something interesting happens to develop later (which was indicated by a star icon (*) next to it. This was not as time consuming as a vignette and could be later adapted to “naturalistic, detailed, and meaningful” notes (McFarland pg. 31, 2008.)

When deciding on a critical incident methodology, records of a seating plan was first considered, as the layout of pupil’s seating can encourage desirable behaviour or contribute to students’ misbehaviour (Daniels, 1998). Studies suggest, unsurprisingly, that pupils at the back are expected to interact more and are distracted from tasks easier (Grandstrom 1996,) which in turn can also impact on student’s attainment (Pace and Price, 2005. Wannarka et al. 2008.) Previous studies have highlighted the importance of



seating plans; therefore, a rough sketch diagram of seating plans was taken for each class, of which in the case of this study's critical incident can be seen in Figure 2.

Similar studies also suggested the use of a Sociogram (see Figure 3) to monitor movement and discussion visually as a map (Banjeree, n.d., Leung 2006, Tobar 2016.) Despite the opportunities this method offers, this required a pre-existing knowledge of the classroom and preparation to design the recording diagram, which was not possible during this study.

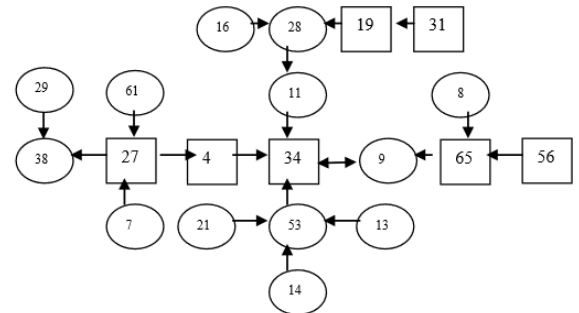


Figure 3: Sociogram from "The Analysis of Interpersonal Relationships in Higher Education" (Ferrandiz-Vindel et al. 2011)

The final technique used for the critical incident methodology was derived from Fletcher's Ticked Off (2016.) Using his technique of "check listing" observation, a list of behaviour to look out for, derived from critical incident literature (discussed later in the Literature Review) was created and taken into the classroom.

This list included to look for:

- Non-events: is there anything that should have happened but didn't? (derived from Tripp, 1993.)
- Use of cross-curricular responsibilities
- Challenge and differentiation
- Assessment: formative/summative
- Questioning
- Teacher-Pupil relationships: is the power structure and respect clear?
- Voice of the pupil

- Class Displays
- Scaffolding

This technique would assist in “purposeful observation,” later discussed reviewing Estyn’s report, arguing that observation must have focus and purpose to develop critical reflection which helps adapt next teaching and learning steps. This is also beneficial during slower times during the lesson, for example taking classroom display notes as the pupils complete a writing exercise, to continue forming an awareness and a true picture of the learning environment.

The Four Purposes

The lesson began with a verbal recap of the previous lesson on the definitions of morals and ethics as a theme in their class novel: *Private Peaceful* by Michael Morpurgo. Conversing with the teacher before entering it was established that this novel was accessible for the class and had good engagement so far.

The theme of morality engages well with the new curriculum (Gov.Wales, 2015,) and the four purposes. Intended to create “ethical, informed citizens” one can see clear correlations with this theme in the novel and topic chosen.

The following starter was to develop their use of complex adjectives to describe a character in the book, applying their wider vocabulary to the character. There was limited response to this and diagnosing this (see Literature Review for Diagnostic Teaching,) the

teacher then moved on to a “Think, Pair, Share” task ranking fictional characters from novels, cartoons and films in order from 1-10 in terms of their morality. By debating the “good and bad” aspects of these characters they apply their own moral consensus to hypothetical situations, implementing skills of Bloom’s taxonomy (1956) where the pupils can “apply” and “evaluate” their

own understanding of morals and ethics, thus engaging with the “ambitious, capable learner” aspect of Donaldson’s Purposes (Figure 4. Gov.Wales, 2015.)

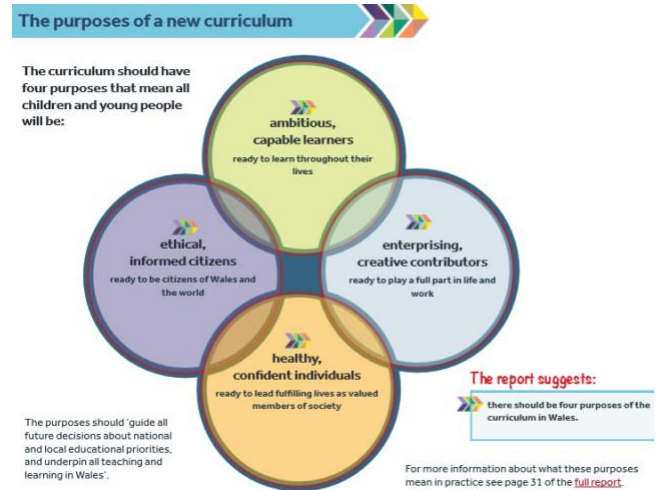


Figure 4: The purposes of a new curriculum (Gov. Wales, 2015)

Referring back to the task, the Think, Pair, Share method has been used countlessly in studies (Kaddoura 2013, Sampsel 2013, Bamiro 2015, to name a few,) as well as a typically practised technique in classrooms. In this instance, the students discussed in pairs effectively and remained on task, however became very riled up during the class discussion. The pupils were engaged and “confident” in their contributions, also engaging with Donaldson, and debating in whole-class conversation (another classroom technique discussed within pedagogy, see Reynolds 2016.)

Immediately turning the class discussion to focus on Harry Potter characters in the task, the class began raising their voices and interrupting each other’s view on certain moment from the novel and film (for example Harry’s nobility in his actions versus endangering his friends multiple times.) The teacher also contributed to this conversation, probing other perspectives, which made the class more riled up and hands stretch up for the

next chance to speak. This tangent broke away from the topic in hand for around 10 minutes, in which time pupils had totally lost interest in giving these characters a ranked order. Breaking in to separate debates in smaller groups and low-level disruption, the teacher tried to rein in the discussion, however the task had been lost. As previously mentioned, the teacher had missed the previous lesson and attempted to turn to the worksheet they were given during her absence to complete the written task, but many had lost this sheet in the meantime, so the lesson was ended early.

Overall, this critical incident introduces multiple themes and questions to reflect in the evaluation and literature review, however, to suggest the main focus will be what may have caused the children to disengage and become so disruptive in a seemingly straightforward task.

Literature Review

The first analysis of previous studies looked at critical incident literature to decide the scope and perspectives or theories surrounding this type of analysis and reflection from a pedagogical and professional perspective. The definition of a critical incident itself is consistent across the field, and has spread to healthcare studies (Kemppainen 2000, Humphrey and Nazareth 2001) as well as counselling and organisational education (Ellinger and Bostrom 2002, LeMare and Sohbat 2002, Tirri and Koro-Ljungerberg 2002, Shapira-Lishchinsky 2011.)

Critical incidents are defined as “vividly remembered” (Brookfield 1990) and a “significant turning point” in a person’s life or an institution (Tripp pg.24,1993.) Considered a prominent

key text in the field of critical incident reflection and analysis, Tripp's Critical Incidents in Teaching (1993,) highlights the opportunities this offers in education. Reviewed multiple times since its publishing, and summarised effectively by Ayres (2013, 2017,) Tripp focuses on thinking strategies when analysing critical incidents, some of which are listed as follows;

- Diagnostic teaching - where the incident is interpreted and identified in the same way a mechanic diagnoses an issue on a car (Figure 5, Tripp 1993.) This strategy considers that undesirable behaviour may be a symptom of a problem, not the problem itself, and gives a “diagnostic teaching cycle” to develop a critical incident response
- Typical/Atypical Events - classing events in two ways: those we can “term typical” or those that appear “atypical or even unique” (pg. 36, Ibid.)
- Non-Events - noting that we usually consider only what has happened, not what is missing or why something else did NOT happen
- Plus, Minus and Interesting - noting something good that happened from an incident, the bad, and something that appear “relevant to the situation/interesting” (pg. 43, Ibid.)
- The Why Challenge - asking why long enough in regard to an event and following the “path” until you find underlying trends or reasoning following this questioning technique

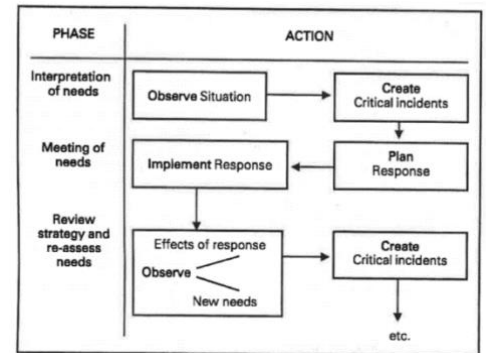


Figure 5: Diagnostic Teaching Cycle, Tripp (pg.33, 1993)

These techniques are later applied to the reflection of this study and highlights the benefit of such techniques to the next teaching and learning steps.

Similarly, McCabe (2002) offers an analytical framework for narrative reflection.

Following a structure much like diagnostic teaching (Orientation, Complication, Evaluation and Result, as summarised in Joshi, 2018,) this literature explores events in a systematic, almost disassociated response. This research has illuminated a structured and controlled response; however, this approach appears inconclusive in its effects on teaching practice.

Contrastingly to this is work of Freeman 1996, who states that teachers should be at the centre of their story, and that articulation and reflection are reciprocal processes (Freeman 2002.) Bartlett (1990) also argues that critical incidents should provoke philosophical questioning of behaviours, sometimes creating “ethical dilemmas” (furthered by Nilsson 2009) and collectively this literature promotes a more personal approach than analytical.

For instance, the study by Griffin (2003) explored the effectiveness of critical reflection in a field experience and results showed an “increased orientation towards growth and inquiry” (Shapira-Lishchinsky pg. 649, 2011.) This literature also highlights the benefit of using observation as a tool for creating critical incidents and reflection as a tool for professional development.

There exists a considerable body of literature on classroom observation (Gov.Wales 2008, Wragg 2011, Fawcett, 2016) and the use of this to improve classroom culture and pedagogical practice. A recent study by Estyn 2014 presents observation as a “management tool” (Estyn pg. 3, 2014) and explores how this practice improves the teaching and learning

steps within a school and better support teacher within the classroom. This report also introduces a critique of classroom observation as it can “diminish professional autonomy” and create mistrust within the school community amongst staff (pg. 9, Ibid.)

This is partially addressed in the text however, providing examples such as Deri View Primary’s out of school observer/adviser (pg. 11, Ibid) and the use of students trained to observe classrooms instead (Case Study 5, pg. 13 Ibid.) This takes pressure off the relationship amongst staff and suggests more effective observation feedback and self-reflection by the teachers.

This report interestingly highlights a flaw in the literature so far, that observation results often focus only on the teacher and not the effect on pupil’s attainment and other perspectives. This topic links heavily with Brookfield’s “lenses” in *Critically Reflective Practice* (1998,) where four lenses of reflection from critical incidents and observation can be viewed:

- Our Autobiography as a Learner of Practice (pg.198, Ibid)
- Our Learners’ Eyes (pg. 199, Ibid)
- Our Colleagues’ Experiences (pg.200, Ibid)
- Theoretical Literature (pg. 200, Ibid)

These lenses offer multiple benefits to improving one’s critical reflection, including speaking to other colleagues who may be facing the same crises and patterns of behaviour, as well as reviewing our experiences against current literature which can help us identify our practice by “illuminating the general elements of what we think are idiosyncratic experiences” (pg. 200, Ibid.) As a well respected and well-known figure in the study of critical reflection

(see Brookfield and Hess 2008, Brookfield and James 2014, Brookfield 2015,) his most prominent work in expanding the field is on the student perspective. Arguing the importance of the student viewpoint and the utility of this in reflective practice and questioning to reveal social norms within the classroom.

The Critical Incident Questionnaire (CIQ) is a method used by Brookfield (1998) and many others in the field of critical reflection (Coleman 2006, Gilstrap et al. 2008, Keefer 2009, Phelan 2012.) By asking for student feedback on anonymous questionnaires after a lesson it elicits students' involvement in their own education and improving pedagogical practice in a more "bottom up" approach. With feedback and the voice of the pupil becoming more prominent in structuring classroom culture, we begin to explore power structures and predispositions.

The study of predispositions within pedagogical practice links heavily with Tripp's Personal Theory Analysis (1993.) This theory outlines that everyone has a set of beliefs about how things should be, including our ideological viewpoint concerning professional practice. This can be shaped by our experience of the education system, our teachers and our own attainment both academic and social within our school years, and it is important to recognise this and factor such bias in to our behaviour and whether this conflicts with the policies within teaching and learning practices. The benefits of such recognition are outlined in Richards and Farrell (2010) including becoming self-aware, prompt evaluation development and to conduct action research.

A final contrasting ideology is the postmodern and deconstructivism ideas emerging in recent literature, outlined effectively in in Section 5 of "Handbook for practice learning in

social work and social care” Fook (edited by Lishman 2007, also see Fook and Pease 1999, Fook and Napier 2000 and Fook et al. 2006.) Such literature calls for a change of focus, not just for acknowledging personal opinions or bias, but the unearthing and unsettling of wider assumptions, prejudice and pressures put on pupils in modern society. By acknowledging changing burdens in the classroom, one could possibly improve response and results of critical incidents. For example, instead of accepting the assumption that truancy is a sign of disrespect and a “naughty child” we begin to question external factors, such as bullying (social media or otherwise) or problems at home. By widening our scope when analysing situations, we get a deeper understanding of our pupils. Overall, this field of literature has expanded and changed the scope of critical reflection and offers practical, applicable knowledge to this study.

Reflection

The focus of this reflection is to explore possible reasons why the pupils went off track, the effectiveness of observation during this incident and what these results mean for future teaching and learning steps.

The first external factor evaluated is the absence of Welsh in the lesson. As this was an English lesson, the pupils were greeted in Welsh and the remainder of the lesson was conducted in English. Some studies support the theory that the choice of language (1st or 2nd) can impact behaviour and attention spans in class (Madriñan 2014, Silvani 2014.) Given the strong focus on the use of Welsh in both class and free time in the school, as English is primarily used by all students at home and outside of school, it is highly likely pupils felt more comfortable discussing their opinions in English. This could suggest a reason why the tangent occurred so early in to whole-class discussion and the children went off task and broke off in to smaller, unrelated chats.

Another external factor was that it was the last lesson of the day, and pupils had extracurricular sports and clubs to get to after the lesson. The school's timetable is organised so that lessons 1-4 are before lunch, with a singular one-hour lesson after dinner time. This structure may cause issues, as in the case of this observation it had been raining dinnertime and pupils had to stay indoors for the hour. This meant pupils were more "wound up" and had less focus when it came to enter the room and settling back in to classroom behaviour. Noteworthy was the mention of after school clubs and sports by multiple pupils which may highlight a propensity to "hurry through" the hour to attend these.

A final external factor, as previously coined by Estyn (2016) as an “out of school observer,” in this case the researcher, which may have led to uncharacteristic behaviour. Known in research literature as the “Hawthorne effect” (see Payne 2004) this meant that because of the presence of an unfamiliar observer, pupils were overstimulated to this change of routine and “showing off.” Although not a concrete explanation this could be a significant contributing factor and this incident was not a true reflection of the average class discussion.

Factors within the task however, when evaluated show similarities within previous studies. The first noteworthy aspect of this incident was the use of cartoon, film and novel characters within the task (SpongeBob, Harry Potter characters and Roald Dahl’s Willy Wonka and Charlie Bucket.) The use of television characters in the task may associate with “out of school interests” and therefore more likely to interrelate to other topics and quickly lose focus of the task in hand, ranking morals and ethics. Previous studies such as Smith and Leptich (1963) and Turan (2014) outline cartoons can help present big ideas and effectively engage pupils with the learning but given a “bad” or “violent” character” (Turan pg.5, 2014,) pupils may quickly become more disruptive or argumentative in the task. This applies excellently in the case of Lord Voldemort in this critical incident.

The use of Harry Potter as a teaching tool in literacy is previously discussed in pedagogy (Driscoll 2013, Hildingsson 2013,) however in this case it is believed that this caused too many tangents. This technique combined with the teacher’s own personal interest conveyed during the teacher’s contribution to the discussion (probing the pupils to question a specific moment in the film,) may have led the class to believe any topic from Harry Potter was acceptable, thus going off task. The use of an “evil” character and the lack of diagnostic teaching (i.e. the failure to

identify the task was going off-topic and to adapt the next teaching steps) the pupils were overstimulated and began arguing about their opinions and knowledge on Harry Potter films, not mentioning their ethical attributes or giving them a rank in any of these smaller groups.

When reviewing observational methods in relation to this critical incident, the techniques used also proved useful for later reflection. By keeping an anecdotal record, the mentioning of the teacher's absence the lesson before was first noted with a star icon (*) which later became part of the critical incident and its consequences (teacher moved to written work, some sheets were lost from the supply lesson.) The use of checklists also provided useful in looking out for non-events, in this case what did not happen was the completion of the task, it should have gone smoothly and ended in a 1-10 ranking of the characters following discussion. This observation led to the development of this critical incident and questioning why this "non-event (Tripp, 1993,) occurred.

A final observational tool was the "+/- interesting" and "why challenge" (summarised by Ayres 2016, taken from Tripp 1993) which can be seen in the Appendices (Appendix 1.) These reflections developed from the anecdotal/naturalistic observation notes, the Assisted Reflection Conclusions and Athrofa Field Notes (Appendix 2, 3, 4 and 5) this helped explore and summarise the events of the lesson. By noting it was "interesting" that the lesson had terminated early due to not enough spare copies of the worksheet that the pupils had lost from the previous lesson, we can suggest that an over preparedness following an absence (extra copies, allotted time to go over definitions) may have taken back control of this lesson and avoided such critical incidents occurring. The Why Challenge reflection technique highlighted how much the pupils had achieved, not in relation to morals and ethics, but their engagement in class discussion and

debate skills. Although the task had not been completed, it was certain that communication skills were being developed prior to the class dividing in to small groups of low-level disruption.

Taking this experience in to further pedagogical and professional development, many lessons can be drawn from this critical incident. As previously addressed, the issues faced by the teacher following an absence might suggest presuming that cover lessons do not always perform like regular lessons (see Pg.1 for official reports on this) and to bring copies of materials to the following lesson.

Pertaining to behaviour management in the lesson, when using “non-conventional” or materials the pupils might see as more fun, such as cartoon characters and in this case Harry Potter, excitable behaviour can be expected. To address this in teaching and learning steps, managing tangents and unrelated comments (e.g. moments in the film mentioned that were “really cool” instead of ethical/unethical) by monitoring classroom language closely, such critical incidents may be avoided. By using effective questioning during the discussion directly linked to the task using keywords, pupils may consider the characters through the narrative of the lesson more effectively.

To conclude, this critical incident reflection engages with multiple fields of literature and employs us to question the reasoning behind disruptive behaviour or disengagement in a lesson and predicting this beforehand. By continuing such reflection techniques and critical observation in future, classroom behaviour management can become more pre-emptive and encourage teachers to be selective of class materials in future and consider their reception by “the lense of our learner,” as phrased by Brookfield (1998.) Teaching and learning steps can thus be structured around the focus of the pupils and maximise attention and attainment in future.

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Appendices

Appendix 1- Observation Reflection Techniques

The “Why” Challenge (adapted from Tripp 1993)

- How did the lesson begin?
Children were noisy entering, took their time unpacking and settling down
- Why?
They had just come from lunch, it was raining, and they’d been inside for the hour
- How did the starter go?
Limited response, children seemed reluctant to interact and answer the teacher
- Why?
Perhaps the pupils did not engage with the starter as it focused on vocabulary skills and did not directly link to the novel which they seemed to enjoy, the pupils seemed distracted from focusing on using extensive adjectives
- Why?
It was last lesson and some of the pupils had football after school
- How did the teacher resolve this?
The teacher moved on to a task involving ranking cartoon and novel/film characters in order of their morality
- What response?
Good pair discussion, whole class discussion started well but became heated?
- Why?
- The pupils focused on Harry Potter
- Why?
- It was something they all felt strongly about and focused on
- Why?
- Some felt Harry was noble in his actions, some reckless. All agreed Voldemort was an evil character but was needed in the film
- Why?
- To give something Harry to fight against, the pupils felt that was important
- Why?
- They thought in the film that the hero always needed an immoral character to fight against
- Why?
- That’s how morals work- good vs. bad
- Why?
- This was their understanding from the lesson before

Plus, Minus and Interesting (+/- Interesting, Tripp 1993)

- + The pupils remembered some of the aspects of morals and ethics from the cover lesson
- + The teacher engaged them in pair discussions ranking morality effectively
- + The group discussion showed “confident” contributors (part of the 4 purposes)
- + The group debated passionately and used persuasive language

- The pupils were unfocused in the starter

- The group discussion only focused on the story aspect of the characters (what happens in the Harry Potter films) and not the task at hand
- The pupils failed to engage in considering morals and ethics as characteristics, not actions
- The class became disruptive and disengaged during the task and would not follow the teacher's instruction
- The pupils had not kept the worksheets given by the supply teacher (lack of respect for the supply lesson? Lack of responsibility over learning?)

Interesting

- The effect of one cover lesson on the structure of the following lesson
- The tangent created by the Harry Potter Discussion
- The use of English language in an all Welsh-medium school
- The use of cartoon characters
- Teacher had a controlled teaching style but did not discipline the tangent until the whole class was disruptive (explore personal interest in the topic, Personal Interest Theory Tripp??)
- The lesson was terminated early because there were not enough copies of the worksheets the pupils had lost

Appendix 2- Observation 1

Gwers Saesneg

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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

NODIADAU ARSYLWI / MAES
(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 26.9.19
Manylion y wers: Dysgu am moeseg, yn cysylltu a'r nfel Private Peaceful re wrdaeth yr athrawes colli'r werts yn hyn afelly'n dal i fyny.
Diwylliant ar lawr dosbarth (Ydy'r dysgwyr yn canolbwyntio ar ddysgu?) Dechrau'n addawol, gineud map meddwl o ansoddeiriau, ymateb wan felly yn dechrau tasg i radloio cyneiriadau cartun yn ol eir moeseg. Diwylliant y dosbarth yn troi i sgwrsio y gymeriadau a ffilmiau, tangiad felly yn newid agwedd y blant yn hollol.
Amcanion (Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?) Pwrpas clir, amcanion ar y sgrin. Gweithgareddau syml i sgwrsio fel pŵr ac yn a fel dosbarth. Un broblem oherwydd absenoldeb gwerts diwethaf nad oedd pawb ar yr un dasg, rhai wedi colli taflennu.
Cyfarwyddyd (Ydy'r dysgwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?) Cyfarwyddion da am ddechrau'r wers ond with iddynt dysgu am y taflennu rodd cyfeiriad y wers wedi diflannu. Cyfarwyddion ysgrifennedig da ar y taflennu gwauth ond rhai oedd hyn gen pawb felly wrdaeth y trafferthion ehangu.
Mynediad a her (Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?) Pawb a mynediad i sgwrs y wers, dim pawb yn cymryd rhan yn y trafodaeth felly nad oedd pawb yn cael ei herio. Her o ran ehangu geirfa yn y dasg map meddwl yn siatensio pawb i ddefnyddio geiriau fwy heriol ond atebion syml wrdaeth cael ei bwydo nol.

Asesu

Sut mae'r athro yn asesu dealltwriaeth dysgwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu?

(Recap)
Cychwynnodd yr athro gydag ailadroddol yn cwestiynu myfyrwyr ar hysborth beth yw diffiniad maeseg? Cafwyd ymatebion araf, sylfaenol, felly rhoddodd yr athro dargybiaeth i ddisgrifio un o'r cymeriadau a ystyrwyd yn ddiwyg yn y nofel Chafwyd hyn ymatebion gwyngedig hefyd. Tra dlewiswyd y draffodaeth ddbarhaidd raddus am a chymmisiad maeseg, cymeriadau gan y ddisgrifiol, yn ffordd ddrifol o asesu dealltwriaeth. Ni aeth hyn yn ôl cynnwys wrth i bwynt maeseg gael ei gollu yn gyflwyno. Ni chubthawp asesiad ysgrifenedig fel y cynllunwyd yn y wers gan nad oedd gan bawb y taflenni gwaith.

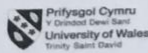
Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

Gellir ystyried newid sydyn ymddygiad y dosbarth yn ystod y wers hon yn ddigwyddiad critigol. Fstyriais fod defnyddio Saesneg yn hytrach na Chymraeg yn ystod y wers fel rhestr i drafod yn fwy achlysurol, gall hyn arwain at af lonyddwch?

Ond, yn fwy tebygol, gan fod y drobynt y wers yn ystod gweithgareddol y cymeriadau, gellir awgrymu cyflwyno cymeriadau cartŵnau a ffilmiau i wers fel rhestr dros newid ymddygiad. Sylwais hefyd fod yr athrawes wedi cymryd rhan yn y draffodaeth ar Harry Potter felly efallai bod ei ddiaboleb ei hun wedi dylanwadu ar hysborth y tangiad hyn. Hoffwn hefyd ymchwilio effaith absenoldeb yr athro a'r defnyddio athro cyflendi ar yr achos critigol hyn. A waeth y newid yn nhrefn arferol a cholli taflenni gwaith o'r wers cyn effeithio ar eu hyder a chysur yn y pwng ac felly wedi ymddiethrio i ddwynt?

Gwers Saesneg



Yr Athrofa
Addysg a'r Densiathau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.9.19

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Dosbarth yn camymddwyn n wrth
wneud tasg yn defnyddio Cymeriadau
cartŵn

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Teimlad allan o rheolaeth trwy gydol y dosbarth ar ol i'r dasg mynd ar dangiad. Sioc wrth i ymddygiad y dosbarth gynyddu, cynyddodd lefel swm ynddramatig a chadarnhodd y dosbarth dorr i mewn i barau llai neu sgysiau ar lunc y wers ac am gartwau yn lle grŵp.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Rodd absenoledd yr athro yn y wers cyn yn golygu nad oedd gan bawb y daflenni waith ac nad oedd llythrennau deall diffinïadlau blaenorol. Roedd ymatebion y dasg amlwg (recap) yn wael felly symudodd yr athro ymlaen i drafodaeth dosbarth. Hyn oedd i'r rhestru mewn trefn y moesoledd cymeriadau cartŵn, ffilmiau a nofel. Aeth y dasg hon ar dangiad ynglŷn â Harry Potter a felly cholwyd ffocws y wers a seiliodd lefelau ymddygiad a swm.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Ymchwilio i effaith athrawon yn colligwers a'r defnydd o athrawon cyflenwi. Ailgynnwys defnyddio cymeriadau cartŵn a ffilm i weld os ydy'r un ymateb yn cael ei greu. A ellid ddiol â'r wers yn ôl i drafod y nofel ac aros yn canolbwyntio ar ôl? Sicrhau bod gan bob myfyriwr y taflenni gwaith cywir cyn dechrau gwers.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	• Weithiau ni fydd tasg rydych yn disgyn i fod yn berthnasol a ddiddorol i'r disgyblion yn cael ei chymryd fel hyn, gall rhai gor-ysgogi y plant ac yn arwain at fynd oddi ar y pwrnc. • Gellu parhau i addysgu ar ôl absenoledd effertio ymddygiad y disgyblion. • Cyflwyno 15 munud ar ôl a dim taflenni gwaith sbâr, gellir cydnabod bod y wers wedi'i colli a newid llwybr y wers yn gyflym ac yn hyblyg.
Y profiad newydd / Transformed experience	

Appendix 2- Observation 2

Gwers Hanes

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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

NODIADAU ARSYLWI / MAES
(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 26.9.19

Manylion y wers:
Gwers hanes am yr eglwys Gatholig a'r eglwys
Protestanaidd. Hefyd yn sôn am Martin
Luther fel 'enwogion o hanes'

Diwylliant ar lawr dosbarth
(Ydy'r dysgwyr yn canolbwyntio ar ddysgu?)
Teimlad pleerus yn y dosbarth, ymddygiad da.
Eistedd ar burddau o 5/6, bechgyn a merched
ar wahan. Dim sgwrsio yn ystod y dasg, hwy!
wedi ymlacio, athrawes ddum gorfod codi ei llais.
Arddangosiad defnyddiol o gumpas y dosbarth

Amcanion
(Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas
hwnnw?)
Bechrau gyda clip wrth ysgrifennu pwyntiau
buted, yn a'n symud i labeli diagramau o'r eglwys
a cysylltu'r ystyr o bob gwrthrych. Dwy amcanion glir
wedi rhoi ar lafar yn dilyn o'r wers olwethaf

Cyfarwyddyd
(Ydy'r dysgwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?)
Athrawes yn stopio'r clip yn cyfnodol i wneud siwr mae
pwyb yn nodi geiriau allweddol. Esbonio'r tasg labeli
diagramau gyda esiampl wedi gwneud newid llyfr yn
barod. Taflennu gwaith wedi rhoi ar bapur ac ar y sgrin
er mwyn esbonio'r dasg yn weledol ac ar lafar.
Athrawes yn rhoi amser penodol i orffen y dasg ac yn
auladroddi ffordd mae 5 munud ar ôl. Hefyd yn cyfarwyddo
at gwaith cartref ynghyd â'r wers yn hytrach nag at yoliwedd,
disgyblion yn dilyn ac yn rhoi yn y llyfr cyswllt ar ymwaith.

Mynediad a her
(Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?)
Mynediad i bobw trwy sgwrsio yn ystod y fideo ac yn nodi'r
geiriau allweddol i wneud yn siwr mae pwyb yn gallu ei
sillafu ac yn deall. Wrth wneud y dasg wnaeth yr athrawes
troelli'r dosbarth i sicio os oedd pwyb yn codu i fyny ac i
atb cwestiynau.
Ar ôl gorffen y dasg wnaeth yr athrawes dewis disgyblion i
gysylltu ystyr gyda'r gwrthrych ar lafar er mwyn asesu
deallusrwydd y dosbarth yn cyffredinol. Wnaeth y disgyblion hwyd
hunan asesu gyda pen gwyrd a rhoi marciau allan o 10.
Gwblithu cartref ymchwilio ffeithiau am Martin Luther felly yn herio
pob unigolyn yn un peth ond gallu gwahaniaethu ffeithiau
gallu gyda'r canlyniadau (mai yn gallu gwneud ar bapur, rhoi ar y cyffwrdd.)



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Aseu

Sut mae'r athro yn aseu dealltwriaeth dysgwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu?

Aseu ffurfiadol y dosbarth gub i trwy gofyn am atebion a cywirio atebion ei hun mewn pen gwydd. Radd yr athrawes yn sicrhau dealltwriaeth trwy gipol y dasgiau ac yn troelli'r dosbarth i sicrhau atebion.

Gallun hefyd ystyried y gwaith cartref fel aseu unigol yn ffurfiadol, a felly yn mesur lefel y dealltwriaeth yn ôl canlyniadau'r gwaith cartref (aseu yn ôl canlyniadau)

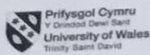
Manylbau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

Un ddisgybl yn cyrraeddol yn hwy, rhaid crocio ac ymddiheurio i'r athrawes. Fe wnaeth yr athrawes derbyn hyn ac wrth i'r ddisgybl eistedd fe wnaeth rhoi allan ei waith a dechrau ar lunwaith.

Oranachos critigol mae'n sym i weld gall ymyrraeth hyn wedi niweidio'r dosbarth disgyblion o gumpas y ddisgybl hwy a hefyd nawr dysgu neu agweddol y wers. Er hyn, trwy ddisgybliaeth a rheolaeth ni ddigwyddodd hyn a symudodd y wers ymlaen yn gyllyn.

Gwers Hanes



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.9.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Disgybl yn hysgu i'r wers

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Synnu at y parch a dangoswyd gan y ddysgybl yn ymddiheuro am dori ar draws y wers. Roeddwn yn cwnheus i tybi o y byddai ei ffiniofa hysgu yn tarfu ar y dosbarth neu'r ddysgyblion o'i gwmpas wrth ddechrau. Ffocws fyddai i weld ei fod wedi setlo'n gyflym a dechrau ar y ddaeth hysgu ar y lleill. Gwnaeth copïo'r ddaeth hysgu a deallgar yr athrawes heb greu gwrthdroad i synnu.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Gall yr ymyrraeth hyn wedi cael effaith mawr ar dechrau'r wers, tynnu sylw'r ddysgyblion a felly yn effeithio'n awr dysgu'r dosbarth. O ran ymateb y ddysgybl mae hyn yn dangos maeni wedi dysgu parch a chyfrifoldeb dros ymddiheuro a wedi dysgu i symud ymben at y blaen yn gyflym. Roedd ymateb yr athrawes yn bosibl a felly odim yn effaith hyder y ddysgybl.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yn yr fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Roedd gan yr athrawes reolaeth dda dros y dosbarth a felly mae'n tebygol os oedd disgybl yn hysgu eto yna gellir ddisgu'r yr un canlyniad: ymddiheuro a dilyys at i symud ymlaen yn gyflym. Mae disgyblaeth a rheolaeth yn ffactorau buysig yn ystod yr achos ac i gadw cysondeb gyda hyn yn y dyfodol.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	O'r achos hyn gallwn gwerthfawrogi gall ddysgyblion yn cyrraedd yn hysgu yn ystod y wers cael effaith i'w ymlaen i'r weddill y wers. In yr achos hyn fyd bwnnag roedd y strwythur pŵer a oedd yn bodoli eisoes rhwng y dosbarth a'r athro yn golygu gallun ymddiheuro a symud ymlaen. Gallwn ddysgu o hysgu trwy sicrhau bod ymrodd o rôl awdurdodol o hyd yn cael ei orfodi gyda pob dosbarth a ddysgybl.
Y profiad newydd / Transformed experience	

Appendix 3- Observation 3

GWERS TGCH



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 2.10.19
Manylion y wers: Creu microbit Harry Potter wedi'i raglennu i efelychu'r het Sortio, gan ddylunio ei raglen ar y cyfrifiadur a'i throsgwyddo i microbit
Diwylliant ar lawr dosbarth (Ydy'r dysgwyr yn canolbwyntio ar ddysgu?) Roddol y plant i gyd yn gyffrous i wneud rhywbeth technolegol, yn gyfarwydd iawn â'r microbit gan fod nhw wedi ymarfer or blaen. Roeddol nhw'n gyfarwydd â darganfod ag agor eu gwaith wedi'i arbed ar Hwb a gwnaethant hynny'n gyflym ar ôl mynd i mewn i'r dosbarth
Amcanion (Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?) Ardallogaswyd amcanion yn glir ar y burobl yn ogystal ag amseredd 'cynt i lawr' fel ysgogiad gwledol o ba mor hir oedd ar ôl i gyflawni'r dasg. Ceiddoriaeth hefyd yn chwarae gyda'r amseredd
Cyfarwyddyd (Ydy'r dysgwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?) Cyfarwydd clir ar y meddalwedd microbit Sut i ddefnyddio pob nodwedd, Cyfarwyddion hefyd ar Hwb ynghyd â chyfarwyddyd llafar gan yr athro sawl gwaith yn ystod y wers. Cylchredodd yr athrawes y dosbarth i wirio dealluriaeth a rhoi cyfarwyddion.
Mynediad a her (Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?) Nid oedd unrhyw wahaniaethu yn y dasg ond roedd yn ymddangos bod pob plentyn yn gallu cyflawni'r dasg, ond gadawodd digon o amser i'r rhai llai galluog yndecholeg. Roedd tasg estynedig Creu microbit 'siswrn, papur, carreg' ar gyfer y rhai a oedd wedi cwblhau'r microbit hat Sortio, felly nad oedd unrhyw un ar ôl heb ddim i'w wneud.



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Asesu

Sut mae'r athro yn asesu dealltwriaeth dysgwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu?

Cafodd y clasg het sortio ei thro i mewn i Hwub arbyn diwedd y wers i'r athro asesu ei defnydd o feddalweddol microbit.

Bewisodd yr athro hefyd ddisgyblion gan defnyddio generadur enwau ar Map i ddod i fyny i blaen y dosbarth a defnyddio eu microbit het sortio na bod ganddyn nhw un o bob llys.

Roedd yn rhaid i'r plant nodi hefyd pa gamau y roeddent wedi'u cymryd i raglennu'r microbit ar Hwub, y gallwn dybio mae hyn yn cael ei farcio a'i asesu fel gwaith ysgrifnedig yn ddiwedd darach.

Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

Un master a ystyriais yn achos critigol yn y wers hon oedd y deintasiwn i'r disgyblion fynd oddi ar y clasg a chwarae o gumpas ar y cyfrifiaduron. Gwelais ychydig yn teipio ar hap neu gyda'i llygaid ar gau yn hytrach na arwddo i mewn. Wnaeth un disgybl mewngofnodi i Minecraft Education pan oedd yr athro ar ochr arall y dosbarth. Roedd yn anodd dal disgyblion yn gwneud hyn ac ni sylweddolodd yr athro fod rhai ddim ar clasg.

Gwers TGCH



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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2.10.19

Defnyddio technoleg creu microbit,
disgybl yn chwarae Minecraft
tu ôl cefn yr athro

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Meunsioc o weld disgybl yn chwarae gemau, bob tro byddai'r athro'n cryddro i'r ochr honno o'r dosbarth byddai'n agor y gwaith yn sydyn. Sylwais ei fod ers oes wedi gorffen y gwaithi safon uchel. Teimlais yn flin am yr athro gan nad oedd yn sylwi nad oedd rhai o'r dosbarth ar ddaig.
Cofio a Deall/ Remember and Understand "Allwch chi restru effennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Wrth i bawb fewngofnodi yn ôl i'r ddaig y wers ddiwethaf i creu hest sortio ar y microbit, agorodd un bachgen (disgybl A) Minecraft Education a dechrau chwarae o gumpas. Cylichredodd yr athro i fonitro ond gwnaeth y disgybl leihau'r taib yn gyflym a pharhau â'r ddaig. Ni chafodd ei ddal allan gwn ei fod ar y blaen yn y ddaig wedi cwblhau'r amau wrnaeth yr athro ei ofyn.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Dim mae'n amlwg bod defnyddio technoleg yn y dosbarth yn dod â diffygion, ond roedd myfyrif o'r dosbarth ar ddaig. Gallwn awgrymu yn achos disgybl A ei fod wedi diflasu ar ôl cwblhau'r ddaig a'i fod wedi ymddiheithio a chwarae Minecraft. Cyflwynodd yr athro ddaig estyn tua 15 munud cyn i'r wers orffen, pan oedd myfyrif o'r dosbarth wedi gorffen, a chafodd disgybl A Minecraft i wneud hyn.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	O'r arsylwi hwn gallai ateb i'r digwyddiad hwn fod wedi nodi bod un o'r disgyblion wedi gorffen yn gyflymach na'r myfyrif a chyflwyno'r ddaig estynedig yn gynharach i'r wers (gwahaniaeth). Byddai hyn wedi cael pawb yn ymgystrifedig ac felly wedi osgoi agor apiau a gemau arall. Dewis arall yw monitro holl weithgareddol sgrin ar y bwrdd guyn i atal chwarae gyda apiau + gemau digyswllt.
Y profiad newydd / Transformed experience	

Appendix 4- Observation 4

Gwers ABCh



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NODIADAU ARSYLWI / MAES
(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 2.10.19
Manylion y wers: Gwers ABCh ar wledydd cwpan y byd, yn ystyried diwylliant, iaith a cefndir y wlad Tonga.
Diwylliant ar lawr dosbarth (Ydy'r dysgwyr yn canolbwyntio ar ddysgu?) Roedd gan y wers problemau ar y dechrau gan nad oedd gan bob enwau ar y llyfyrnau o'r wers cyn. Creodd y camgymeriad syml hwn oedl tua 15 munud o ddiol o hyd i wauth pawb. Roedd hyn yn golygu bod y disgyblion yn rhuthro i gwblhau ymchwiliad y gliriaduwr ac yn gurendol llai o
Amcanion (Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?) Cyfeiriodd clir o'r ddaug ac er eu bod yn brin o amser, roedd pob grŵp yn deall pa agweddol o Tonga i edrych ar, wrthet hon nhw hyn yn gyflym mewn parau (e.e. hoff chwaraeon Tonga, iaith a Siaredir, tirwedd)
Cyfarwyddyd (Ydy'r dysgwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?) Roedd y disgyblion yn deall pa ran o'r ddaug waith i'w chwblhau ond ni roddwyd safon na nifer o atebion i ddiol o hyd, felly roedd un grŵp wedi ddiol o hyd i 10 ateb (bwydysol allforio Tonga) tra bod rhai grŵpiau wedi ddiol o hyd i 2 (prif atyniadau Tonga) Gwahaniaeth clir rhwng cefelau ymateb grŵpiau oherwydd nad oedd disgybl nifer bendafant o atebion.
Mynediad a her (Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?) Sicrhodd y plant ffordd y disgybl a oedd â Syndrom Down yn dal i gymryd rhan trwy ddefnyddio geiriau allweddol BSL a dangos lluniau, felly'n ymgysylltu'r dosbarth cyfan. Heriodd y ddaug ychydig o grŵpiau a chafodd atebion anoddach i'w darganfu (e.e. hinsawdd tymhorol Tonga) ond dewiswyd y grŵpiau hyn ar hap felly ni wnaed unrhyw wahaniaethu pwrpasol.

Asesu

Sut mae'r athro yn asesu dealltwriaeth dysgwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu?

Gan mai gwrs ABCh oedd hon, ni ddigwyllid asesiad ffurfiannol o'r wers. Er hyn, gwiriwyd dealltwriaeth a datblygiad gwybodaeth y dosbarth ar Tonga ar ddiwedd y wers trwy ofyn am ymatebion gan bob grŵp i gwbolhau taflen ffeithiau'r lyfr yn ar Tonga fel dosbarth. Roedd hyn yn sicrhau bod gan bob plentyn yr un atebion ac asessu dealltwriaeth o bob grŵp.

Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

Yr unig ddigwyddiad y gellid ei ystyried yn achos critigol oedd cyfranogiad y plentyn â Syndrom Down gan y disgyblion eraill.

Fe wnaethant sicrhau trwy BSL Sylfaenol a lluniau ei bod yn deall beth oedd y dosbarth yn gwneud, er nad oedd yn gallu gwneud yr un lefel o waith.

Dangosodd y cyfarthrebu hwn ystyriaeth ag empathi y disgyblion ag ysbryd cymunedol y dosbarth. Roedd hyn yn bleser i'w weld.

Gwers ABC

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2.10.19

Defnydd BSL gan y ddolgybllion
1 sgwrsio a ddolgybllion a syndrom

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Sioc ddimunol i gylweat bod pob disgybl wedi dysgu BSL sylfaenol i gyfarthrebu gyda ddolgybllion Syndrom Down (Disgybl A) synnu o gylweat roedd disgybl A wedi cael ei rhoi yn y dosbarth cofrestru hefn gan mai hi oedd yr unig athrawes yn yr ysgol oedd yn gwybod BSL.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Pan cyrhaeddais y dosbarth sylweadblais nad oedd gan disgybl A cynorthwydd llawn amser, a fe oedd yr athrawes yn sgwrsio gyda hi yn defnyddio BSL. Pan foroddol y ddolgybllion i mewn i'r wtag dechreuodd y ddolgybllion o gwrpas disgybl A defnyddio BSL. Pan aeth y gloch am y wers fe gyrhaeddodd ei chynorthwydd i bwrw am wersi arbennig un ar un.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	O hyn dysgaus llawer am agwedd y dosbarth, eu bod yn dangos empathi ac ystyriaeth tuag at gyflwr Disgybl A ac eisiau iddi: aros yn rhan o'r wers. Roedd yr athro yn amyneddgar, yn siarad yn araf ac yn sicrhau bod Disgybl A yn cael diwrnod da. Roedd hyn yn arfer da gan nad oedd yn trin Disgybl A yn waharol a fe ymatebodd Disgybl A yn dda i fod yn rhan o'r wers, er oedd y gwaith yn rhy cymhleth iddi.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Ohyn, dysgaus fod rhaid i chi, fel athro, fod yn barod i ddarparu'r un mynediad i bawb, yn enwedig rhai ag ADY. Ni fydd cynorthwydd pob amser yn cael ei ddarparu, felly mae'n rhaid i fynded i bawb fod yn flaenoriaeth. Roedd rhannu BSL sylfaenol â weddi y dosbarth hefyd yn eu dysgu am gynhyrsiant, empathi ac ysbryd cymunedol, a'u haddysgu'n foeseo l. Roedd hyn yn brofiad dysgu dymuniad iawn.
Y profiad newydd / Transformed experience	