



Sesiwn 3: Safleoldeb Ymchwilydd





Mwynhau
gwyddoniaeth/celf?



Holi cwestiynau bob amser/
Llawysgrifen daclus?





Cynorthwyydd/Athro?

Sut y gallai eich rhagfarn ymhlyg (implicit bias) effeithio ar yr hyn y byddwch yn ei gofnodi fel arsylwr nad yw'n cymryd rhan (non-participant observer)?

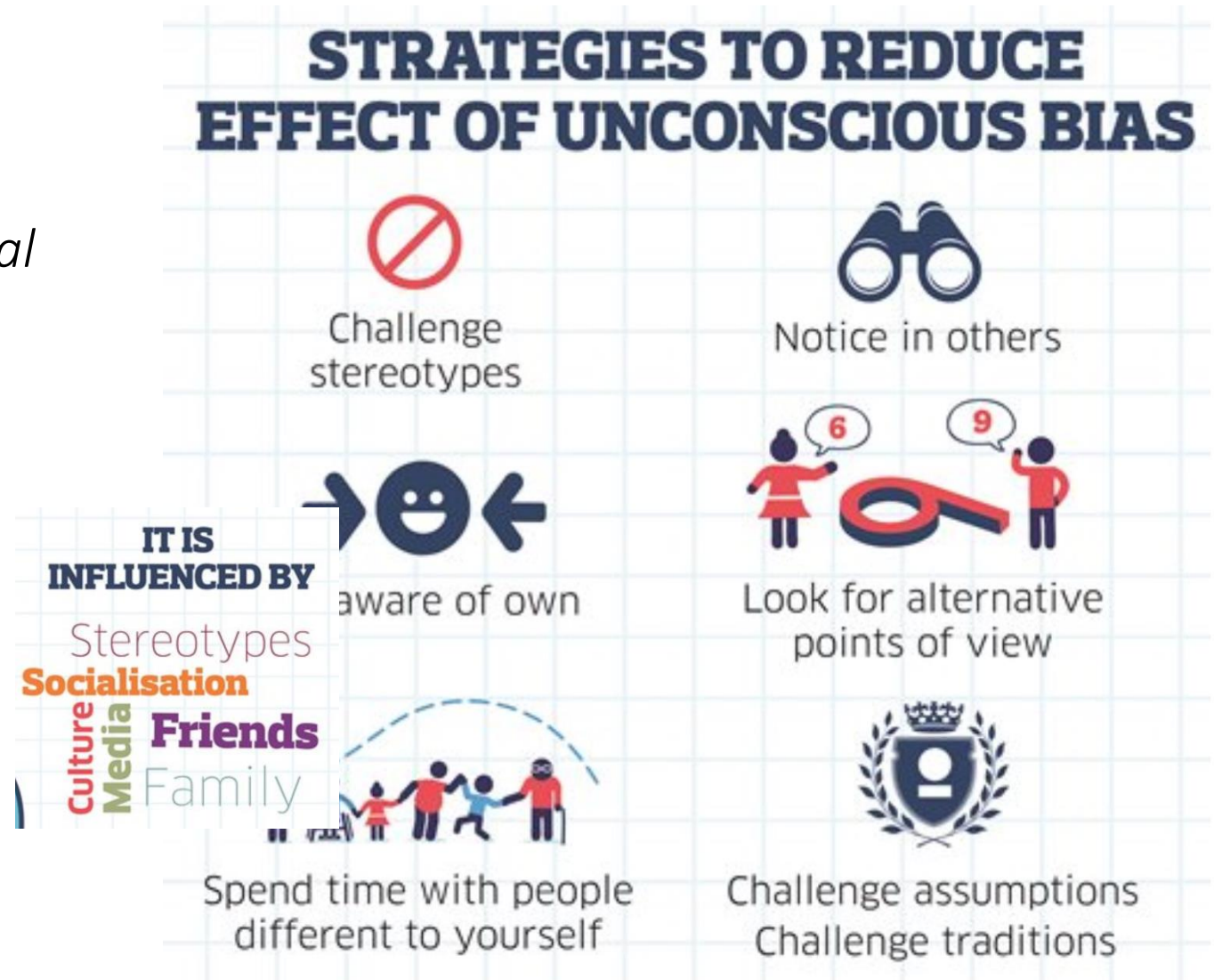


- Yn yr un modd ag y mae'r plant wedi'u rhaglennu ymlaen llaw (pre-programmed) gyda thueddiadau (biases), efallai y byddwn ninnau hefyd.
- Pa effaith y gallai hyn ei chael ar ddilysrwydd (validity) eich arsylwadau?

Mae bod â thuedd anymwybodol yn **normal**

Having unconscious bias is normal

- *Ignoring it is not ok.*
- *It impacts how we value, group, treat and engage with people everyday*
- **Nid** yw ei anwybyddu yn iawn.
- Mae'n effeithio ar sut rydym yn gwerthfawrogi, grwpio, trin ac ymgysylltu â phobl bob dydd.





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The importance of recognising researcher positionality

- Everybody brings a set of cultural norms or practices to their working environment which affects their attitudes and behaviour
- These can impact on the whole research process from identifying the focus of your research to interpreting and presenting the data.

Consider:

What kinds of assumptions might you bring to your work or research?

Where might these assumptions originate from?



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Pwysigrwydd cydnabod
safleoldeb ymchwilydd

Mae pawb yn dod â set o normau neu arferion diwylliannol i'w hamgylchedd gwaith sy'n effeithio ar eu hagweddau a'u hymddygiad

Gall y rhain effeithio ar y broses ymchwil gyfan o nodi ffocws eich ymchwil i ddehongli a chyflwyno'r data.

Ystyriwch:

- Pa fathau o ragdybiaethau allech chi eu cyflwyno i'ch gwaith neu ymchwil?
- O ble y gallai'r rhagdybiaethau hyn ddod?

Types of unconscious/ implicit bias

- There are many different types of bias, these are a few:

Like me/ Affinity

- Affinity bias is when we favour people who we share qualities with.

Beauty

- Beauty bias suggests we believe a more beautiful person complete a task better than someone less conventionally attractive.

Contrast

- Contrast effect is when we compare one thing to another rather than the whole piece of work on its merits

Gender

- Gender bias is when you think one gender may be better at a task than another. She has lovely writing.

Halo

- Halo bias is when you focus on one great positive while ignoring any flaws.

Horns

- This is the opposite to the Halo effect. They did one bad thing, now they can't shake it off.

Mathau o ragfarn anymwybodol / ymhlyg

- Mae yna lawer o wahanol fathau o ragfarn, dyma rai:

Fel fi/ Cysylltiad

Tuedd affinedd yw pan fyddwn yn ffafrio pobl yr ydym yn rhannu rhinweddau â nhw.

Harddwch

Mae tuedd harddwch yn awgrymu ein bod yn credu bod person harddach yn cyflawni tasg yn well na rhywun llai deniadol yn gonfensiynol

Cyferbyniad

Effaith cyferbyniad yw pan fyddwn yn cymharu un peth â'r llall yn hytrach na'r darn cyfan o waith yn ôl ei rinweddau

Rhyw

Tuedd rhywedd yw pan fyddwch chi'n meddwl y gallai un rhyw fod yn well mewn tasg nag un arall. Mae ganddi ysgrifennu hyfryd.

Halo

Rhagfarn Halo yw pan fyddwch chi'n canolbwyntio ar un positif gwyd wrth anwybyddu unrhyw ddiffygion

Cyrn

Mae hyn i'r gwrthwyneb i effaith Halo. Fe wnaethon nhw un peth drwg, nawr ni allant ei ysgwyd i ffwrdd.

A photograph of a female teacher with long dark hair sitting on the floor, reading a colorful picture book to a group of young children. The children are gathered around her, looking at the book with interest. The classroom background includes shelves with toys and educational posters on the wall.

Lleolwch eich hun am y pwnc neu'r gwrthrych

Cydnabod safleoedd personol sydd â'r potensial i ddylanwadu ar yr
ymchwil



Locate yourself about the
participant

- How researchers and individuals view themselves as well as how others view them, but acknowledge that individuals may or may not be fully aware of how they and others have constructed their identities.



Lleolwch eich hun am y
cyfranogwr

- Sut mae ymchwilwyr ac unigolion yn gweld eu hunain yn ogystal â sut mae eraill yn eu gweld, ond yn cydnabod y gall unigolion fod yn gwbl ymwybodol neu beidio o sut maen nhw ac eraill wedi adeiladu eu hunaniaeth.



Lleolwch eich hun am gyd-destun a phroses ymchwil

Bydd ymchwil yn cael ei ddylanwadu ganddynt hwy eu hunain a chan gyd-destun a phroses ymchwil



Empathetic Neutrality —Ormston et al. 2014)

Strive to avoid obvious, conscious, or systematic bias and to be as neutral as possible including the collection, interpretation and presentation of data...[whilst reflecting that] this aspiration can never be fully attained — all research will be influenced by the researcher and there is no completely 'neutral' or 'subjective' knowledge.'

(Holmes, 2020, p.4)



Niwtraliaeth Empathetig –Ormston et al. 2014)

Ymdrechu i osgoi rhagfarn amlwg,
ymwybodol neu systematig a bod mor
niwtral â phosibl gan gynnwys casglu,
dehongli a chyflwyno data...[tra'n
adlewyrchu hynny] ni ellir byth
gyflawni'r dyhead hwn yn llawn - bydd yr
ymchwilydd yn dylanwadu ar yr holl
waith ymchwil ac nid oes gwybodaeth
gwbl 'niwtral' neu 'oddrychol'

(Holmes, 2020, t.4)



Insider-Outsider Debate



Dadl Mewnol-Allanol

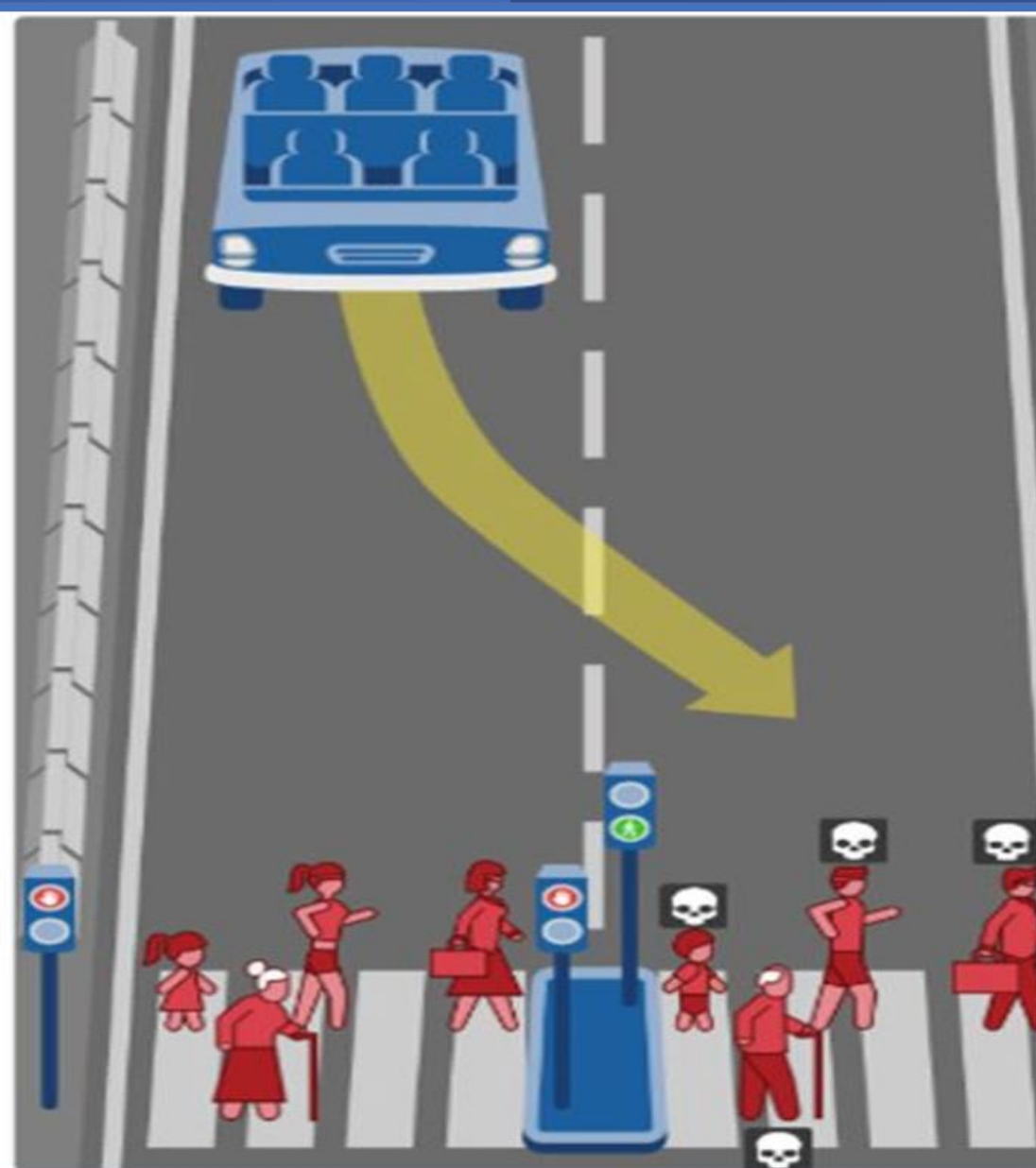
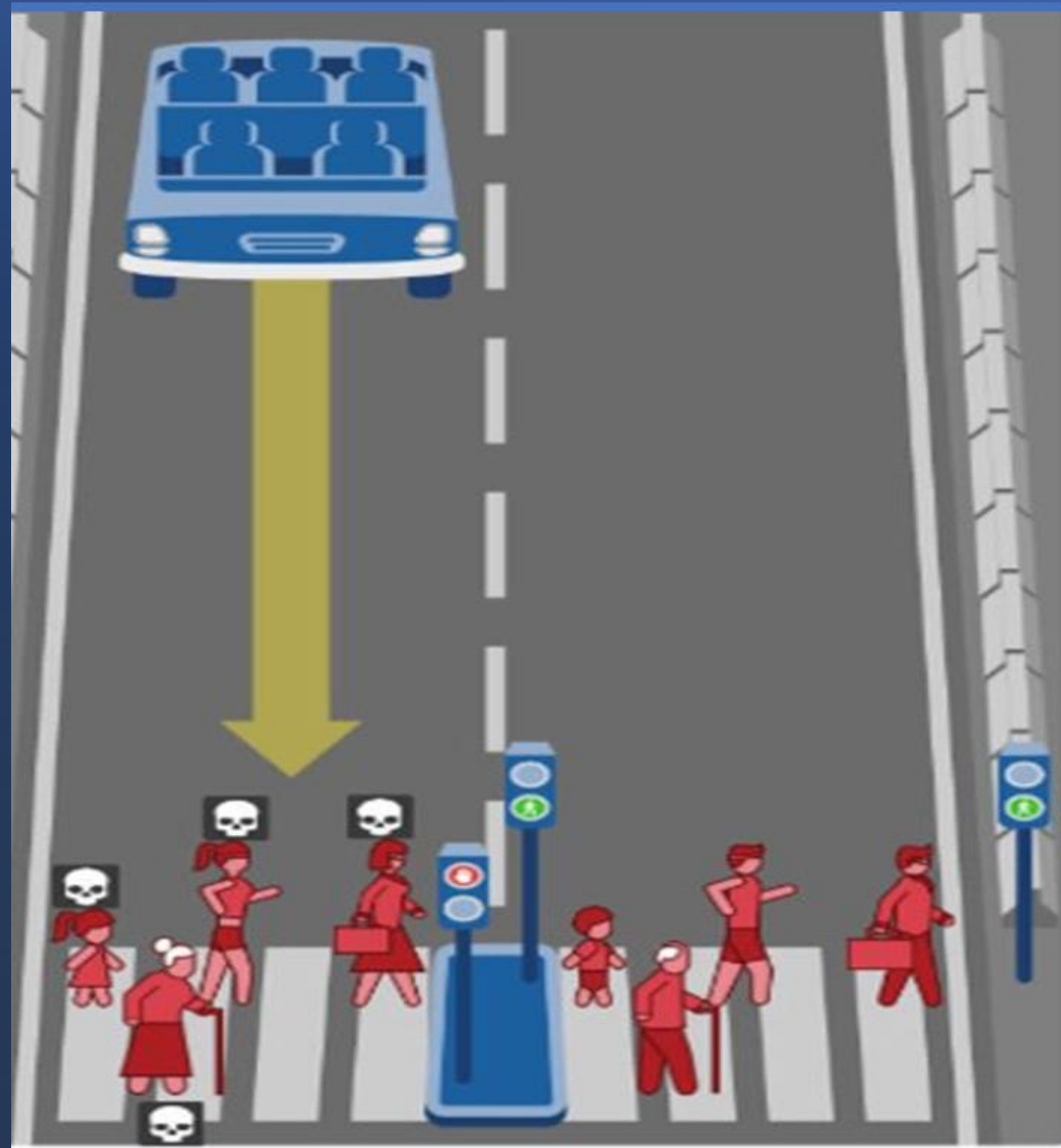


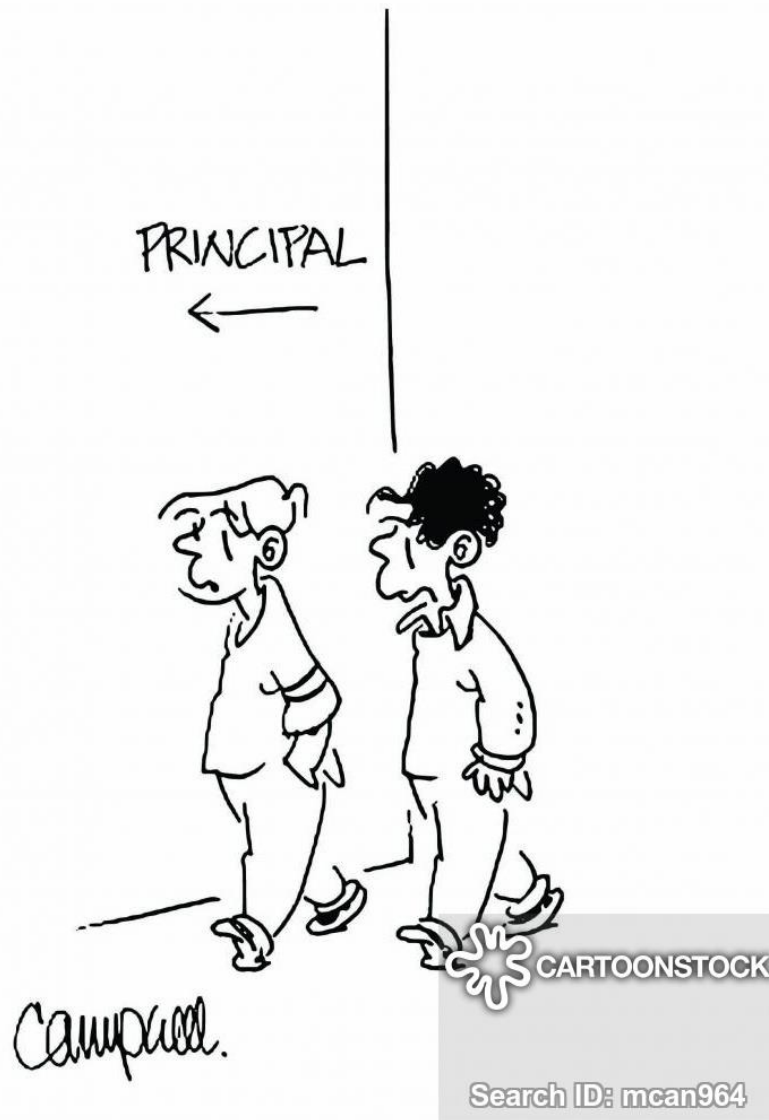
Mewn parau, trafodwch:

Pa un sy'n rhoi'r fantais fwyaf - ymchwilydd mewnol neu allanol?



Ailedrych ar
foeseg



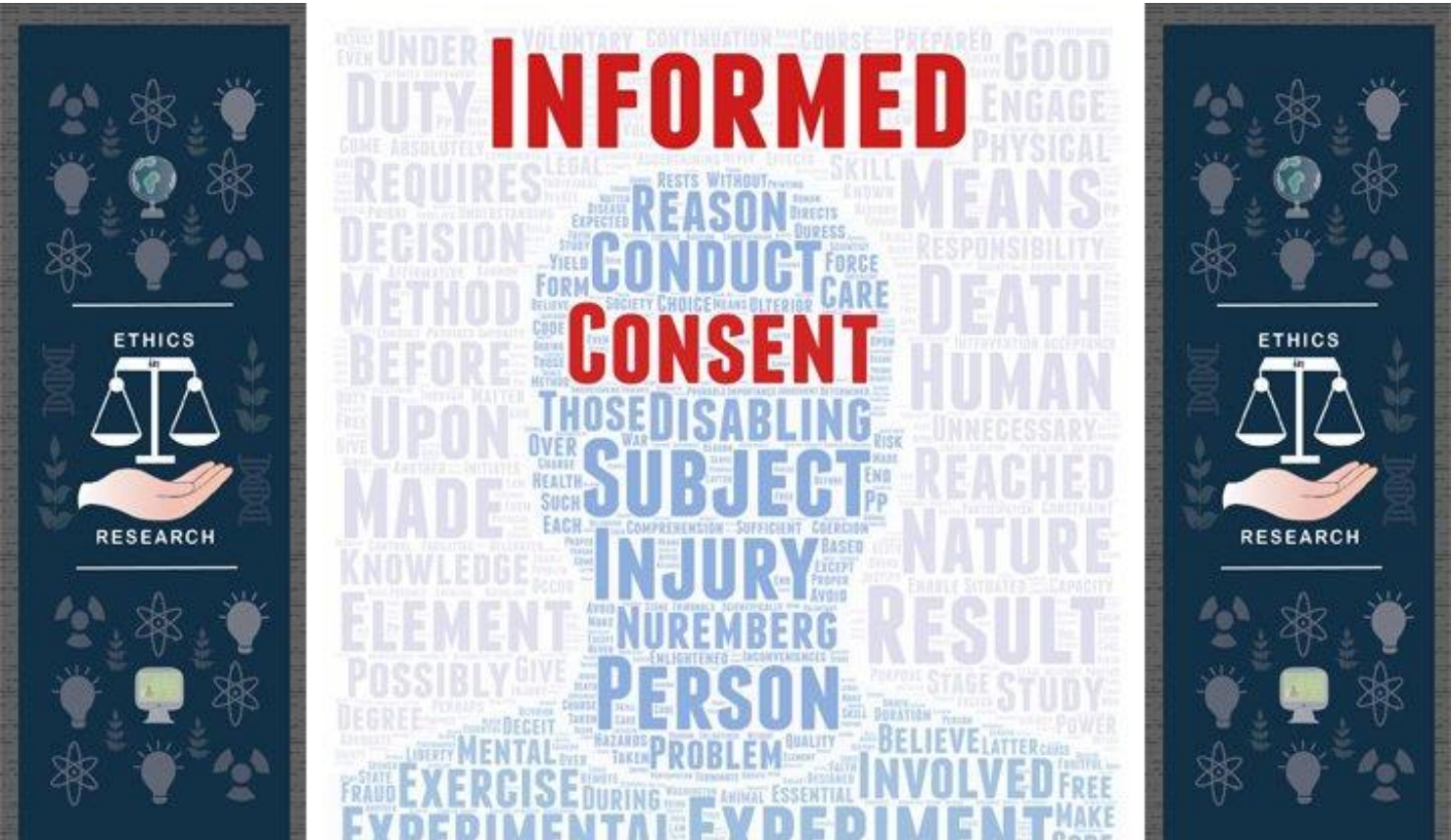


"Who would've thought Ms. Kent was following our tweets?"



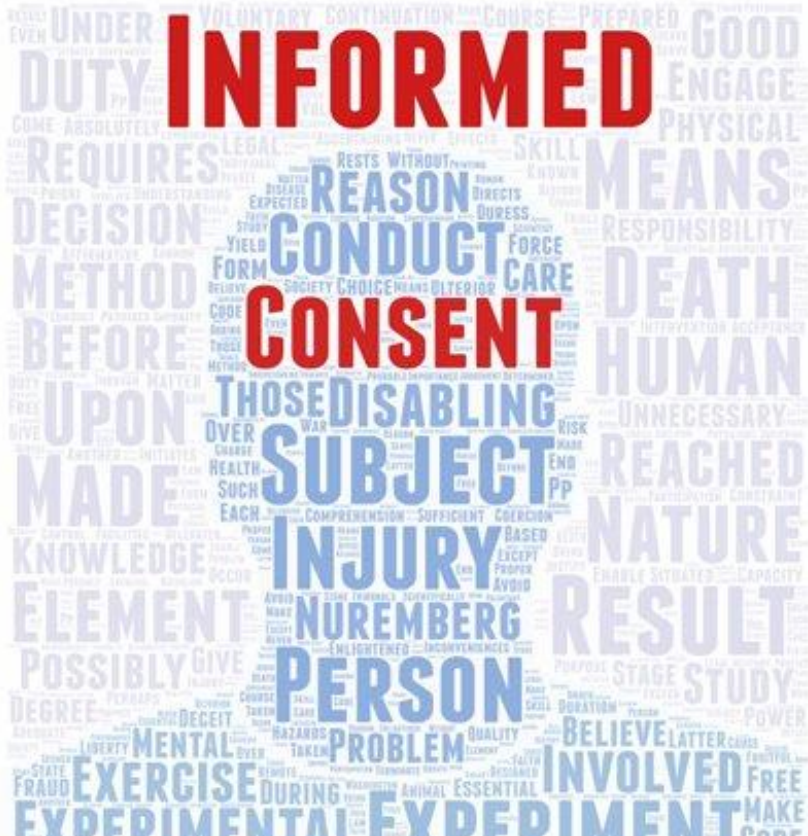
Ymddygiadau moesegol
ac athrawon

Voluntary, informed consent – a fundamental tenet of ethical behaviour in research



- 'It is normally expected that participants' voluntary informed consent to be involved in a study will be obtained at the start of the study, and that the researchers will remain sensitive and open to the possibility that participants may wish, for any reason and at any time, to withdraw their consent' (BERA, 2018:9).

Cydsyniad gwirfoddol, gwybodus
– daliad sylfaenol o ymddygiad
moesegol mewn ymchwil



- ‘Disgwylir fel arfer y ceir caniatâd gwybodus gwirfoddol y cyfranogwyr i gymryd rhan mewn astudiaeth ar ddechrau’r astudiaeth, ac y bydd yr ymchwilwyr yn parhau i fod yn sensitif ac yn agored i’r posibilrwydd y bydd cyfranogwyr yn dymuno, am unrhyw reswm ac o gwbl. amser, i dynnu eu caniatâd yn ôl’ (BERA, 2018:9).

Assent vs Consent

Comparison Table

Characteristics	Assent	Consent
Meaning	Agreeing with something, a request, or to participate in an activity	Giving permission to be involved in an activity
Age	Obtained from people who are not of legal age to give a consent	Obtained from adults (people above the legal age)
In research	Willingness to participate in a study	Legally entered agreement for a subject to participate in a study
In law	Not a legally binding permission	Legally binding permission

Pethau i'w hystyried:



- Pwy sydd angen rhoi caniatâd?
- Sut byddwch chi'n gofyn amdano?
- Hawl cyfranogwyr i dynnu'n ôl

Syniadau ar gyfer cydsyniad parhaus

- Mae rhai ymchwilwyr yn defnyddio system gwenu/wyneb trist neu dicio/croes i sicrhau cydsyniad parhaus (ongoing assent). Gellir gwneud hyn hefyd gyda chardiau datganiad cildroadwy.
- Trwy roi cerdyn cildroadwy i blant gallant newid y cerdyn drosodd i ddangos eu bod yn hapus i barhau neu eu bod yn dymuno gadael.



yes



no

I am happy to continue

Anhysbysrwydd a Chyfrinachedd

Anonymity and confidentiality



CONFIDENTIALITY VERSUS ANONYMITY

CONFIDENTIALITY

The researcher knows the personal data of the participants, but their identities are not revealed to those outside the study

Identity of the participants can be traced by the researcher

Used in both qualitative and quantitative research studies

Used in interviews, questionnaires, over the phone research studies, medical research studies, etc.

ANONYMITY

No one, not even the researcher, knows the personal data of the participants

Not even the researcher can trace any identity of the participants

Used mostly in quantitative studies

Used in online surveys (not all), general comment studies and interviews

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Anhysbysrwydd/Cyfrinachedd

Anonymity/confidentiality



- Mae anhysbysrwydd yn arbennig o anodd wrth ddefnyddio fideo a/neu ddata digidol.
- Mae canllawiau BERA yn ddefnyddiol ac yn fanwl yn hyn o beth (gweler t.21-25).
- Mae goblygiadau'r Rheoliadau Diogelu Data Cyffredinol (GDPR) yn arwyddocaol a dylai ymchwilyr fod yn gyfarwydd â goblygiadau'r rhain i'w hymchwil

Bydd y broses o ddienwi data yn
gofyn am newid dynodwyr



- Pa ddynodwyr y gallai fod angen i chi eu hystyried?

Tasgau Cyfeiriedig:

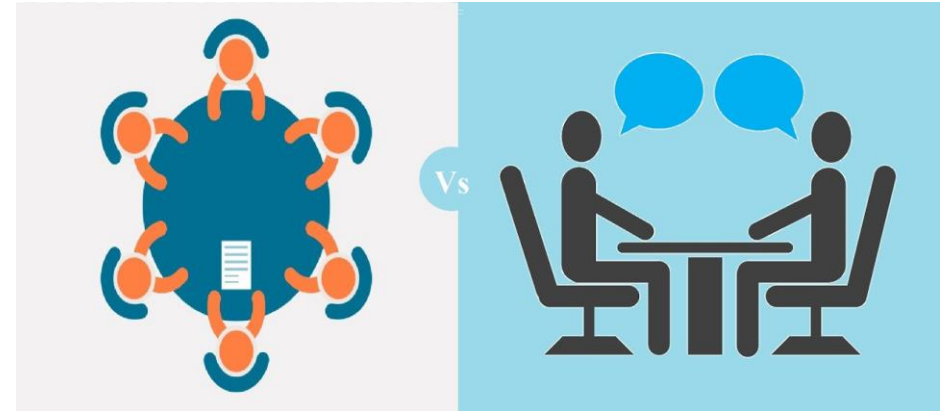
1. Edrych ar: https://www.youtube.com/watch?v=9pCfq5QH_v4
2. Darllen Blackburn, C. (2015) Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises. In *BERA Bites: Early Childhood*, Issue 1.
3. Darllen David, M., Edwards, R. & Alldred, P. (2001) Children and School-based Research: 'informed consent' or 'educated consent'? In *British Educational Research Journal*, Vol. 27 (3), pp.347-365.
4. Darllen Kirby, P. (2020), It's never OK to say no to teachers': Children's research consent and dissent in conforming schools contexts, *British Educational Research Journal*, Vol 46 (4), pp. 811-828

Ystyriaethau Moesegol

Gan ddefnyddio'r wybodaeth a gafwyd o'r sesiynau hyd yma, mewn parau, paratowch sleid yn amlinellu'r ystyriaethau moesegol sydd eu hangen wrth wneud astudiaeth achos.

Dylech gyfeirio at:

- Y tasgau darllen dan gyfarwyddyd
- Y cyflwyniad fideo
- Canllawiau BERA; Cod Ymarfer Moeseg ac Integredd Ymchwil PCYDDS



Any Questions?

A Oes cwestiynau gennych chi?

Cyfeiriadau:

Blackburn, C. (2015) Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises. In *BERA Bites: Early Childhood*, Issue 1.

David, M., Edwards, R. & Alldred, P. (2001) 'Children and School-based Research: 'informed consent' or 'educated consent'? *British Educational Research Journal*, Vol. 27 (3), pp.347-365.

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Ormston, R. et al. (2014) 'The Foundations of Qualitative Research', *Qualitative Research Practice: A guide for Social Science Students and Researchers*, (Ritchie, J. et al. Eds), Sage.