

ECAD4019C Astudiaethau Proffesiynol ac Addysgeg:

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

Sesiwn 4:

Llenyddiaeth a seilir ar empiriaeth a damcaniaeth
Strategaethau darllen academiaidd.

Ymagweddau 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

Nodau'r Sesiwn

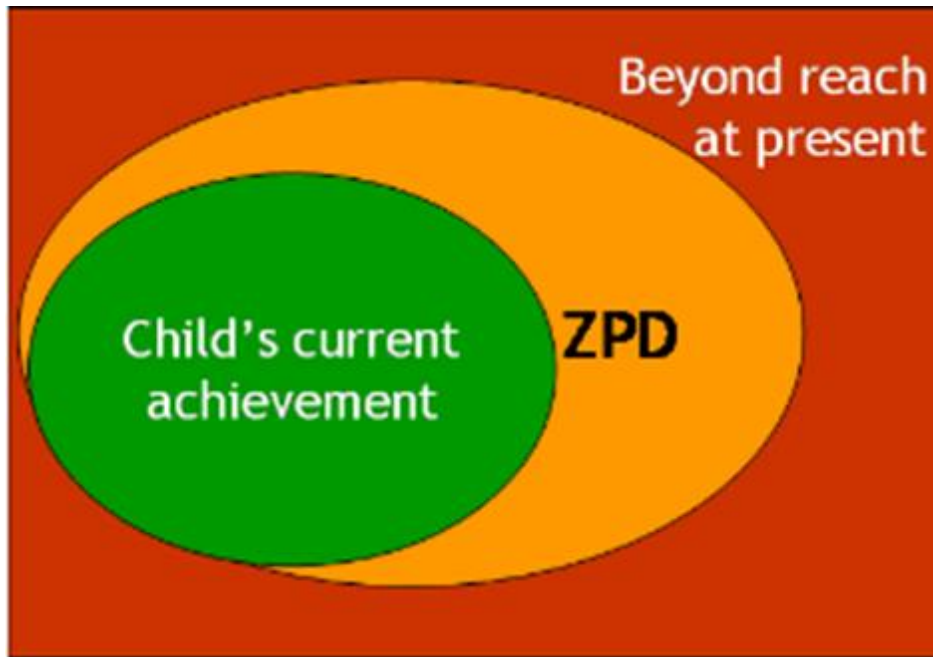


- Deall y gwahaniaethau rhwng llenyddiaeth a seilir ar empiriaeth a llenyddiaeth a seilir ar ddamcaniaeth
- Datblygu strategaethau darllen academiaidd

Sut mae pobl yn caffael gwybodaeth a sgiliau newydd?

Damcaniaeth ...

Parth datblygiad procsimol (Zone of Proximal Development) – Lev Vygotsgy



- Mae pobl yn dysgu drwy gael eu harwain gan y rhai sy'n fwy gwybodus (MKO)
- Bydd rhyngweithio cymdeithasol yn caniatáu i ddysgwyr ymarfer ac arsylwi ar eu sgiliau
- Bydd sgaffaldiau, neu weithgareddau ategol a ddarperir gan yr athro/athrawes yn helpu dysgwyr trwy'r PDP.

Abstract

Within the current standards-based framework of early primary education, teachers must negotiate the integration of assessment with traditional, developmental orientations to teaching and learning. The purpose of this qualitative study was to examine teachers' approaches to early primary assessment within five different school contexts: public, independent, Froebel, Waldorf, and Montessori. Data were collected from 12 kindergarten to Grade 2 teachers through in-depth interviews followed by ethnographic observations of eight classrooms. Data were thematically analyzed to identify core approaches to assessment across the contexts related to the following themes: (1) diverse conceptions of assessment, (2) commitments to student-oriented assessment, (3) knowing children through a practice of observation, and (4) assessment of academic standards. Underpinning these assessment themes was the fundamental commitment of early-primary educators to whole-child teaching and assessment. The article concludes with suggestions for future research that explore the intersection between teaching and assessment in play-based pedagogical contexts, alternative educational approaches, and systems of high accountability, with the aim of supporting teachers in bridging developmental and academic priorities in the early primary grades.

Keywords: early primary education, elementary education, assessment, evaluation, teacher practice, observation, Froebel, Waldorf, Montessori, independent, public

Damcaniaethol neu Empirig? Theoretical or Empirical?

- Mae llenyddiaeth **ddamcaniaethol** yn canolbwyntio ar ddamcaniaeth yn hytrach na defnydd
- The focus of **theoretical** literature is on theory rather than on application
- Mae llenyddiaeth **empirig** yn trin ymchwil gwreiddiol a seilir ar brofiad ac arsylwi, yn hytrach na rhesymeg.
- **Empirical** literature deals with original research based on experience and observation, rather than logic

Bellach gadewch i ni droi at ZPD Vygotsky a'r crynodeb o'r papur ymchwil...
Now let's return to Vygotsy's ZPD and the abstract from the research paper...

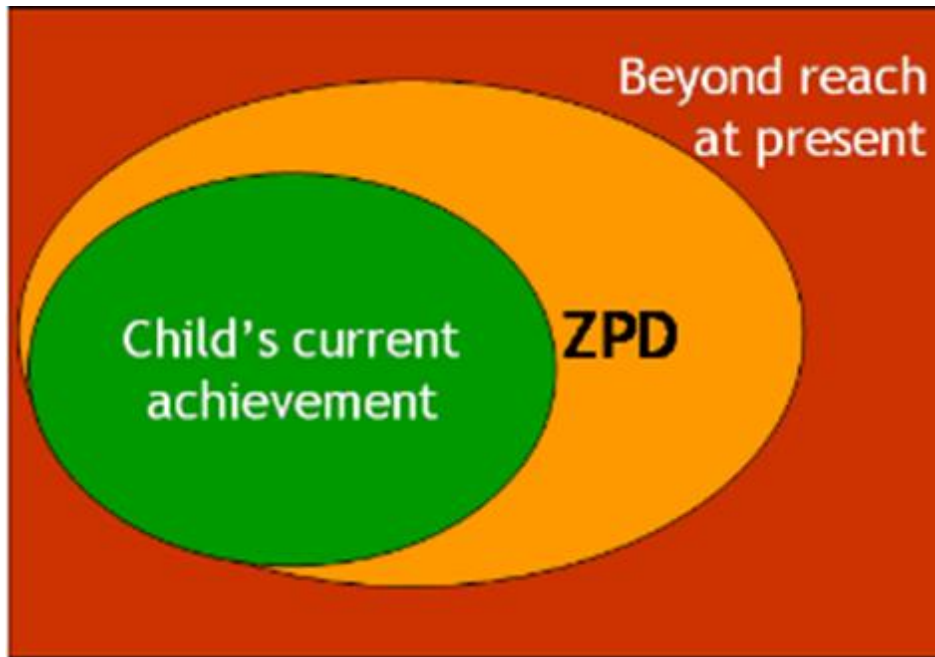
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Ymchwil Empirig /Empirical research

- Mae'r gair empirig yn cyfeirio at gasglu data gan ddefnyddio tystiolaeth a gesglir drwy arsylwi neu arf ymchwil arall
- The word **empirical** refers to the collection of data using evidence that is collected through observation or another research tool
- Seilir ymchwil empirig ar ffenomena mesuredig sy'n deillio o brofiad gwirioneddol yn hytrach na damcaniaeth neu gred
- **Empirical research** is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief

Sut mae gwybod a yw astudiaeth yn empirig?

How do you know if a study is empirical?

- Darllen yr is-benawdau o fewn yr erthygl, llyfr neu adroddiad a chwiliwch am ddisgrifiad o'r 'fethodoleg' ymchwil
- Read the subheadings within the article, book, or report and look for a description of the research 'methodology'

[Finding Empirical Research - YouTube](#)



Mathau ar ymchwil empirig / Types of empirical research

Gellir cynnal a dadansoddi ymchwil empirig gan ddefnyddio dulliau **meintiol** a/neu **ansoddol**
Empirical research can be conducted and analysed using **quantitative** and/or **qualitative** methods

Meintiol / Quantitative

Fe'i defnyddir i gasglu gwybodaeth drwy ddata rhifol, i feintioli barnau, ymddygiadau neu newidynnau diffiniedig eraill. Mae rhai o'r dulliau a ddefnyddir yn aml yn cynnwys arolygon, polau ayb.

Used to gather information through numerical data. Used to quantify opinions, behaviours or other defined variables. Some of the commonly used methods are surveys, polls, etc.

Ansoddol / Qualitative

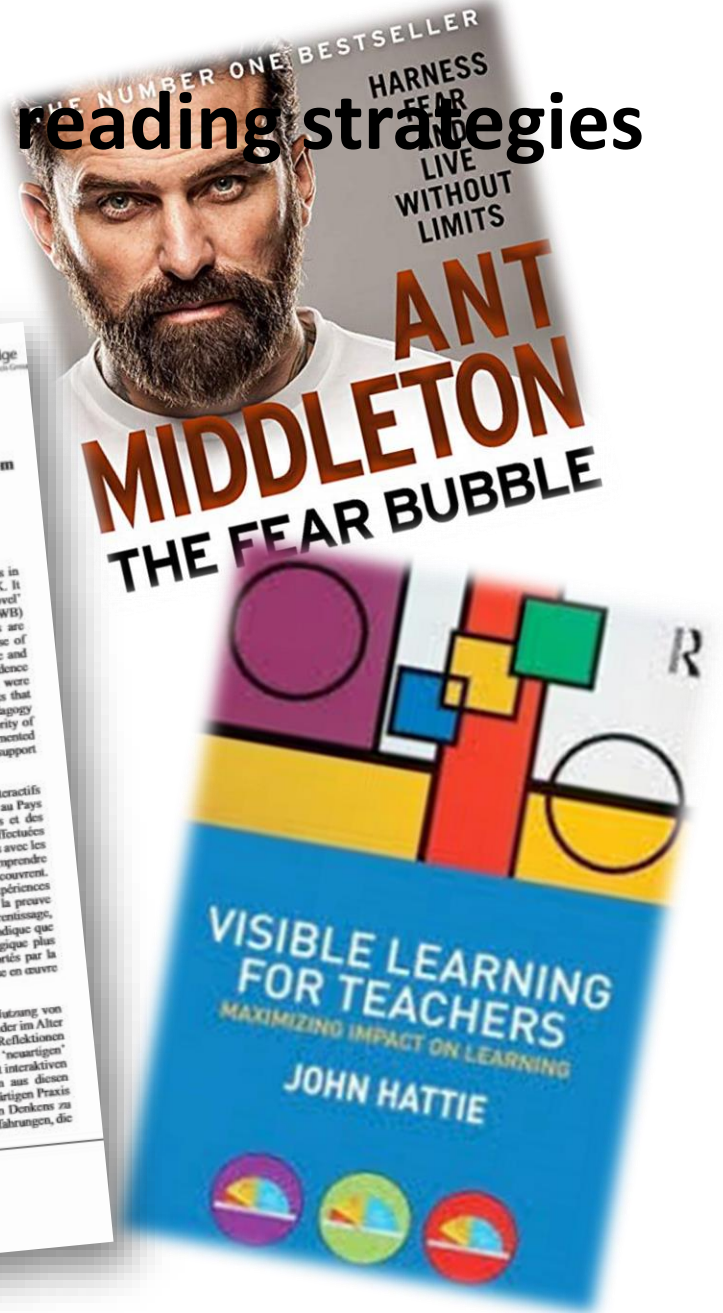
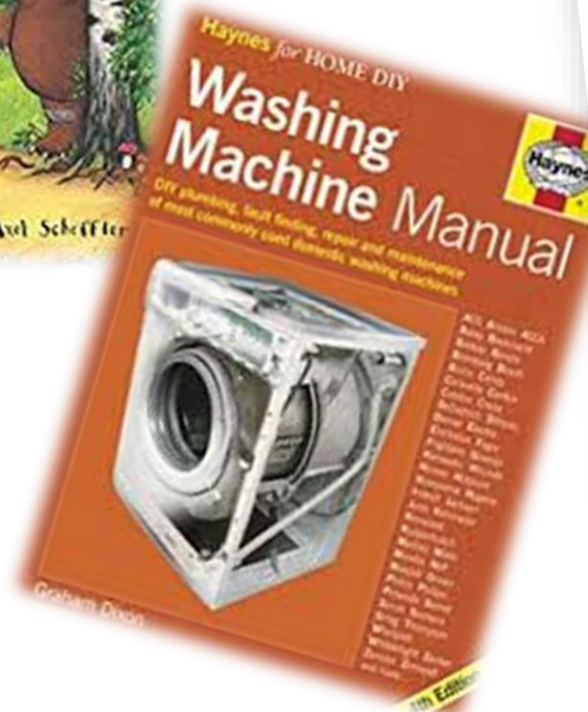
Fe'i defnyddir i gasglu data nad yw'n rhifol, i ddod o hyd i ystyron, barnau neu resymau oddi wrth gyfranogwyr. Mae dulliau poblogaidd o gasglu data ansoddol yn cynnwys grwpiau ffocws, cyfweiliadau, arbrofion ayb.

Used to gather non-numerical data. Used to find meanings, opinions or underlying reasons from subjects. Sample size is usually small. Popular methods for collecting qualitative data include focus groups, interviews, experiments, etc.

Strategaethau darllen academaidd / Academic reading strategies

Darllen yw dim ond darllen... neu ydy e?

Reading is just reading... or is it?



Darllen beirniadol / Critical reading

- Gofynnwch gwestiynau am y testun wrth i chi ei ddarllen – beth yw'r syniadau, dadleuon, problemau, arsylwadau, canfyddiadau a chasgliadau?
- Ask questions about the text as you read it – what are the ideas, arguments, problems, observations, findings and conclusions?
- A yw'n ymwneud ag ymchwil perthnasol diweddar?
- Is there engagement with relevant, up to date research?
- Beth mae eraill yn ei ddweud am y pwnc?
- What do other writers say about the topic?
- Pa mor briodol yw'r dulliau ymchwilio?
- How appropriate are the methods of investigation?
- Wrth ddarllen testun sy'n cynnwys dadl, ceisiwch **werthuso** a gefnogir y ddadl yn dda. Archwiliwch y dystiolaeth – a yw'n argyhoeddi?
- When reading text containing an argument, try to **evaluate** if it is well supported. Explore the evidence – does it convince?
- Pa dybiaethau a wneir, os o gwbl?
- What assumptions are being made, if any?

Bod yn ddetholus a gwneud y gorau o'ch darllen / Being selective and making the most of your reading

- Cyn dechrau darllen, mae'n dda i feddwl am eich rheswm dros wneud hyn – a ydych yn ceisio datblygu gwybodaeth gefndirol am bwnc neu a ydych yn ceisio ateb cwestiwn penodol?
- Before you start reading, it's good to think about your purpose for doing so – are you looking to develop background knowledge of a topic or are you looking to answer a specific question?
- Ni fwriedir i destunau academiaidd gael eu darllen o glawr i glawr!
- Academic texts are not meant to be read cover to cover!
- Darllenwch yn **weithredol** (nid yn oddefol) – nodiadau, mapiau meddwl , cysylltiadau â darlleniadau eraill
- Read **actively** (not passively) – notes, mindmaps, connections to other readings?
- Fe'ch anogir i fynd y tu hwnt i restrï darllen a dod o hyd i'ch deunyddiau eich hun
- Encouraged to go beyond reading lists and find own material
- Ni allwch ddarllen yn ddwys am oriau – rhannwch eich amser
- You cannot read intensely for hours – divide your time

Cylchgrawn, blwyddyn,
rhifyn, rhifau'r tudalennau



Awdur(on) a sefydliad



Crynodeb (pwrpas)
Darllenwch yn gyntaf



Sgimio – a yw'n cynnwys
penawdau perthnasol?
Sganio – Chwiliwch am
wybodaeth berthnasol a
thermau penodol

OXFORD REVIEW OF EDUCATION, 2016
VOL. 42, NO. 3, 299–315
<http://dx.doi.org/10.1080/03054985.2016.1184872>

 **Routledge**
Taylor & Francis Group

Implementing curriculum reform in Wales: the case of the Foundation Phase

Chris Taylor , Mirain Rhys and Sam Waldron
Cardiff University, UK

ABSTRACT

The Foundation Phase is a Welsh Government flagship policy of early years education (for 3–7 year-old children) in Wales. Marking a radical departure from the more formal, competency-based approach associated with the previous Key Stage 1 National Curriculum, it advocates a developmental, experiential, play-based approach to teaching and learning. *The learning country: A paving document* (NAIW, 2001) notes that, following devolution, Wales intended to take its own policy direction in order to 'get the best for Wales'. Building on a three-year mixed methods independent evaluation of the Foundation Phase we discuss in detail the aims and objectives of the Foundation Phase, including the context to its introduction, the theory, assumptions and evidence underlying its rationale, and its content and key inputs. We then contrast this with how the Foundation Phase was received by practitioners and parents, how it has been implemented in classrooms and non-maintained settings, and what discernible impact it has had on young children's educational outcomes. The paper concludes with a critical analysis of the policy process and identifies a number of contextual issues during the inception of the Foundation Phase that has, it could be argued, constrained its development and subsequent impact. We argue that these constraints are associated with an educational policy landscape that was still in its infancy. In order for future education policy to 'get the best for Wales' a number of important lessons must be learnt.

KEYWORDS

Wales; Foundation Phase;
early years education;
policy implementation;
developmentally appropriate
practice

Introduction

The Foundation Phase is the statutory curriculum for all 3–7 year-olds in the maintained and funded non-maintained¹ education sectors in Wales. It represents one of the 'flagship' education policies of the first ten years of the Welsh Government following parliamentary devolution in 1999. The Foundation Phase is symbolic for three reasons. First, it demonstrated a commitment to the use of the 'best' international evidence for education policy-making. Second, it constitutes a radical departure from its predecessor, the National Curriculum Key Stage 1, both in terms of curriculum and pedagogy. And third, it provided one of the first examples of how the education system in Wales differed from that of England following devolution. The Foundation Phase is also a very important example of education policy in Wales because of its scale—it universally applies to all primary schools and funded

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Teitl



Geiriau allweddol



Prif gorff y testun



<https://www.tandfonline.com/doi/full/10.1080/03054985.2016.1184872>

Edrychwch ar enghreifftiau'r darlleniadau a'r cysylltiadau a roddwyd i chi...

Gadewch i ni ddod atynt mewn ffordd feirniadol:

Look at the examples of readings and links you have been given... Let's approach them in a critical manner:

Aseswch a yw'r testunau yn empirig neu'n damcaniaethol. Dulliau ansoddol, meintiol neu gymysg?

Assess whether the texts are empirical or theoretical. Qualitative, quantitative or mixed methods?





[Library & Learning Services at UWTSD](#)

[Full article: Belonging, community and capability: listening to the voices of young children to realise process quality in early childhood curriculum enactment in Wales](#)

<https://gwerddon.cymru/storfa-erthyglau/y-gymraeg-yn-y-cyfnod-sylfaen/>

[Full article: 'My picture is not in Wales': pupils' perceptions of cynefin \(Belonging\) in primary school curriculum development in Wales](#)

Erthyglau



Hidlyddion:

Addysg X



'O sero i dri chant': technegau caffael dwys ar gyfer y 300 gair cynnwys a ddefnyddir amlaf yn y Gymraeg

Tachwedd 2024

Tess Fitzpatrick, Steve Morris

Rhifyn 38

Addysg

leithyddiaeth



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Hydref 2022

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Chwilio

Addysg



Trefn

Dyddiad



Rhifynnau

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Sgiliau Academaidd a Gwybodaeth

Gwella Eich Sgiliau

Lluniwyd ein rhaglen Sgiliau i greu cyfleoedd i fyfyrwyr ddatblygu eu sgiliau academaidd a gwybodaeth trosglwyddadwy, gan hyrwyddo eu llwyddiant academaidd a'u cyflogadwyedd. Mae'r cwricwlwm yn cwmpasu ystod eang o bynciau – o newyddion ffug i reoli eich presenoldeb ar-lein.

Bydd sesiynau'n cael eu harchebu gan diwtor eich cwrs/modwl





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Volume 51, 2023 - [Issue 8](#)

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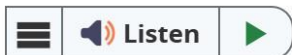
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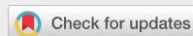
'My picture is not in Wales': pupils' perceptions of cynefin (Belonging) in primary school curriculum development in Wales

Susan Chapman , Rosy Ellis , Gary Beauchamp , Lisa Sheriff, David Stacey, Jane Waters-Davies , ...show all

Pages 1214-1228 | Received 09 May 2023, Accepted 19 Jun 2023, Published online: 26 Jul 2023

Cite this article

<https://doi.org/10.1080/03004279.2023.2229861>



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ABSTRACT

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In the new Curriculum for Wales (*Cwricwlwm i Gymru*) which is phasing in from September

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Online ISSN: 1469-3704

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An official journal of the British Educational Research Association, *The Curriculum Journal* aims to contribute to the renewal of the field of curriculum studies, enrich curriculum conversations, and enable practitioners and scholars to engage with curricular issues, thus placing consideration of curriculum firmly at the heart of educational discourse and practice.

We publish research in the study of curriculum theory, as well as curriculum-making practices, encompassing issues relating to governance and policy development, teacher professional learning, assessment, and pedagogy, insofar as they pertain to curriculum.

Changing the home literacy environment through participation in family literacy programmes

Jon Michael Swain and Olga Cara

UCL Institute of Education, UK

Journal of Early Childhood Literacy
2019, Vol. 19(4) 431–458
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Abstract

This paper presents findings from a study of family literacy provision in England and focuses on the effects of family literacy programmes on the home literacy environment. The fieldwork took place between September 2013 and December 2014 and involved 27 school-based programmes for pupils aged between 5 and 7, and their parents. The study used mixed methods, which involved observations of family literary sessions, a quantitative pre- and post-survey of 118 parents, and pre- and post-telephone qualitative interviews with a sub-sample of 24 parents. Building on previous theoretical work, the study conceptualises the home literacy environment into four areas (family resources; parental literacy behaviours and attitudes; parental beliefs and understandings; and family literacy activities and practices). The paper develops understandings of how parents translate and implement messages from family literacy into the home setting, and it shows how participation in these programmes leads to changes in family literacies across all four areas identified.

Keywords

Home learning environment, family literacy, home literacy environment, parent-child interactions, reading practices, shared reading

<https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1177/1468798417745118>

Are we asking the right questions? An analysis of research on the effect of teachers' questioning on children's language during shared book reading with young children

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Abstract

A review of 20 experimental, shared book reading (SBR) interventions using questioning strategies with preschool children was conducted. The studies were analyzed in terms of their quality, focus, and the questioning strategies employed. Although there were few methodological concerns about the studies conducted, treatment fidelity and replicability of the reported interventions are raised as issues needing attention in future research. The impact of questioning strategies on language and pre-literacy skills tended to be a focus of the reported studies, with little investigation of the development of children's thinking skills through questioning, and there were few attempts to analyze children's responses to different types of questioning techniques. Across the reported studies, there was also a lack of consistency around the terminology associated with different kinds of questioning. The article concludes with discussion of implications for the use of questioning techniques in early childhood education practice and argues for research into the impact of different questioning techniques on children's cognitive development.

Journal of Early Childhood Literacy
2018, Vol. 18(2) 264–294
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DOI: 10.1177/1468798416659124
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“It ain’t ‘nah’ it’s ‘no’”: Preparing preschoolers for the language of school

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Joseph C Rumenapp

Judson University, Elgin, USA

Journal of Early Childhood Literacy
2018, Vol. 18(4) 465–489
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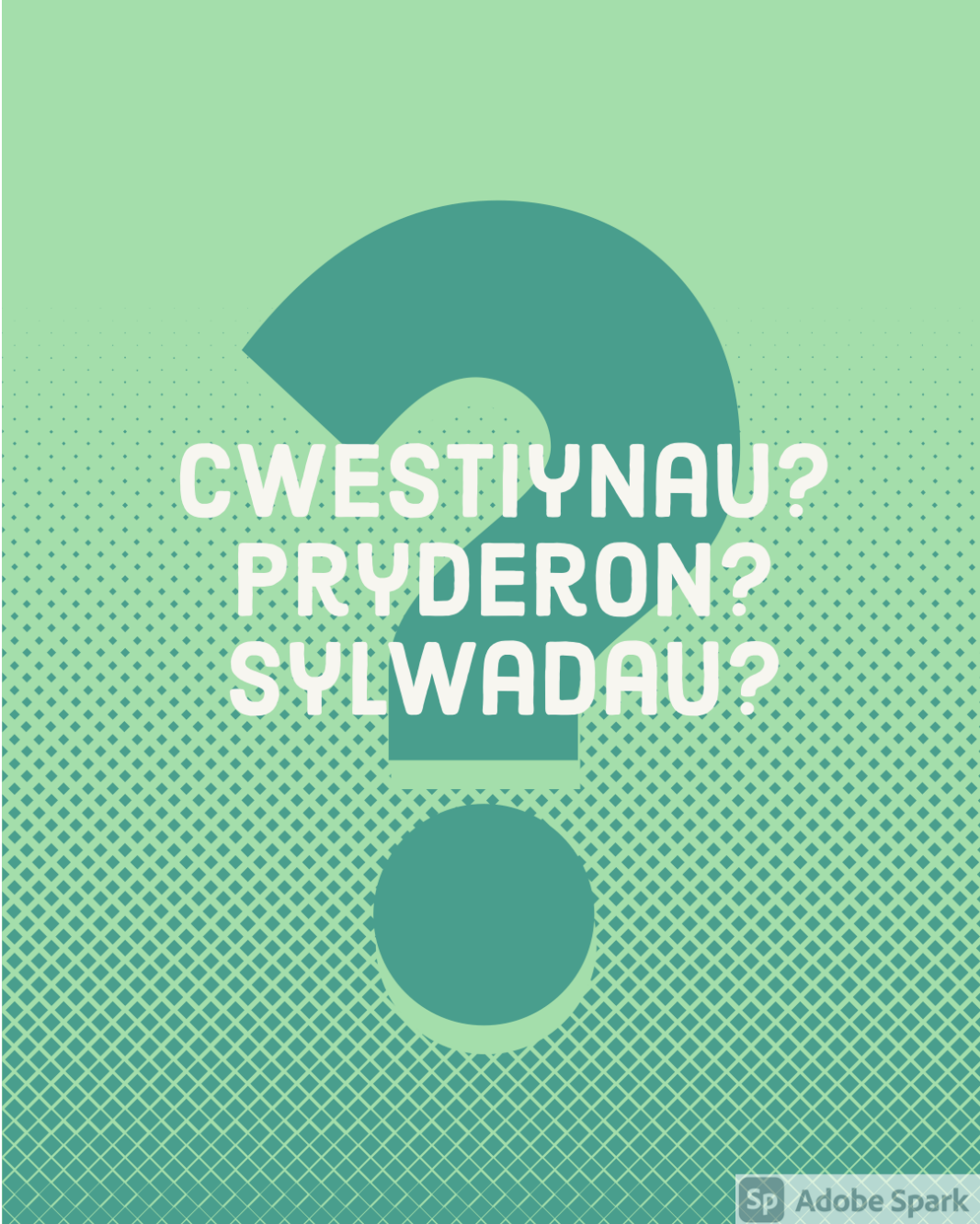
Abstract

This research presents reflections from focus group discussions with childcare providers and parents of preschoolers in one African American community situated within a large Midwestern city in the United States. The purpose of this study was to examine parents’ and childcare providers’ conceptions of literacy and language related to school readiness. During these conversations it became clear that both parents and providers engage in a number of practices to prepare children to use the standard variety of English privileged by mainstream schooling. Participants verbalize the dual importance of encouraging all language development for young children while explicitly teaching the uses of language as situated in a larger social context. Both parents and providers discuss the need to build a bridge for children between the English varieties used at home and the standard English valued by schools. In light of these findings, the authors problematize common conceptions of ‘school readiness’ as unidirectional and discuss implications for children entering school settings where language varieties are undervalued.

Keywords

Adult/child talk, community literacy, early childhood, ecological perspective, home and school discourses, home–school practices, language development, language use

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