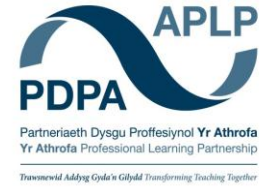




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ECAD7006/C



**Ymchwilio i'r Dysgu:
Pwy, beth a pham ydw i'n addysgu?**

**Researching the Learning:
Who, what and why am I teaching?**

*Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives*

www.uwtsd.ac.uk

Gair Cymraeg y dydd

Welsh word of the day



Llythrennedd ymchwil

(Research literacy)

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Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



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Hefyd...

Also...

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 foesebol

- Gwybod a defnyddio egwyddorion moesebol 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

Yr Athrofa Research Dispositions

Being sceptical

- Understand empirical evidence in contested fields
- Being aware of political, economic and social drivers for 'evidence'

Being ethical

- Knowing and using ethical principles of research
- Understanding positionality

Being a skilled researcher

- Understanding qualitative and quantitative methods
- Be able to construct an argument based on evidence
- Employing critical reading skills

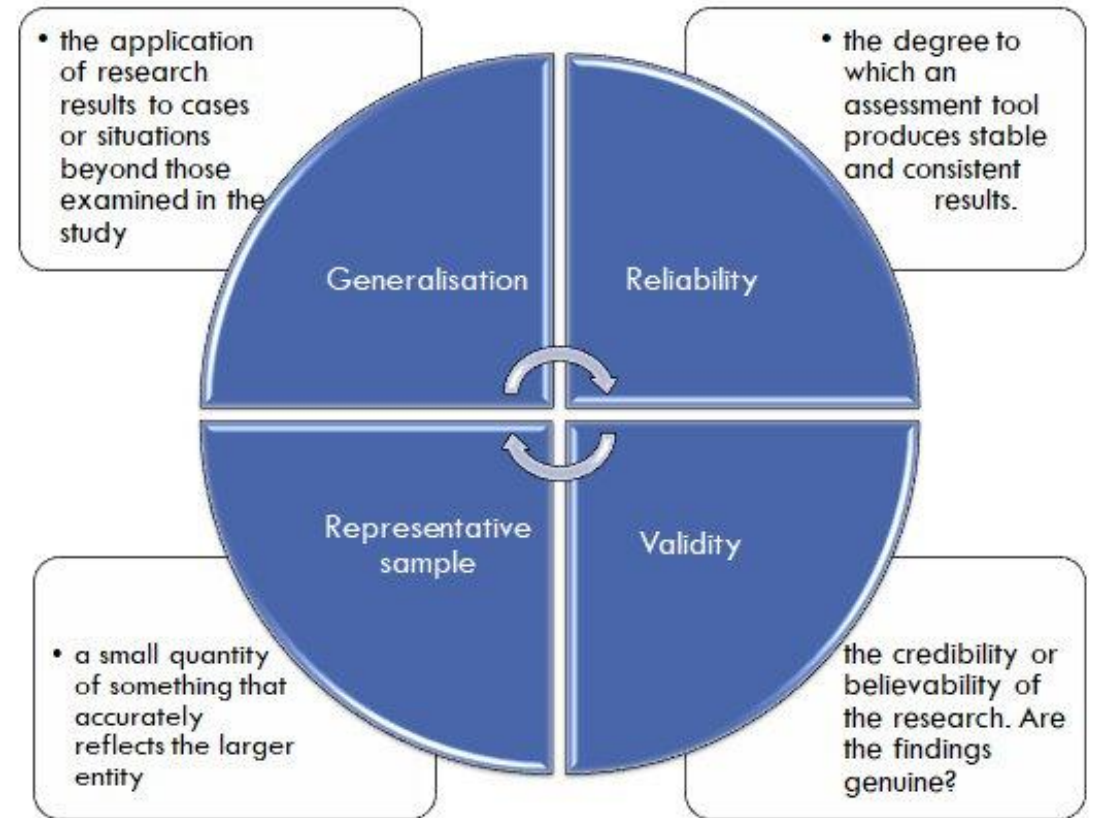
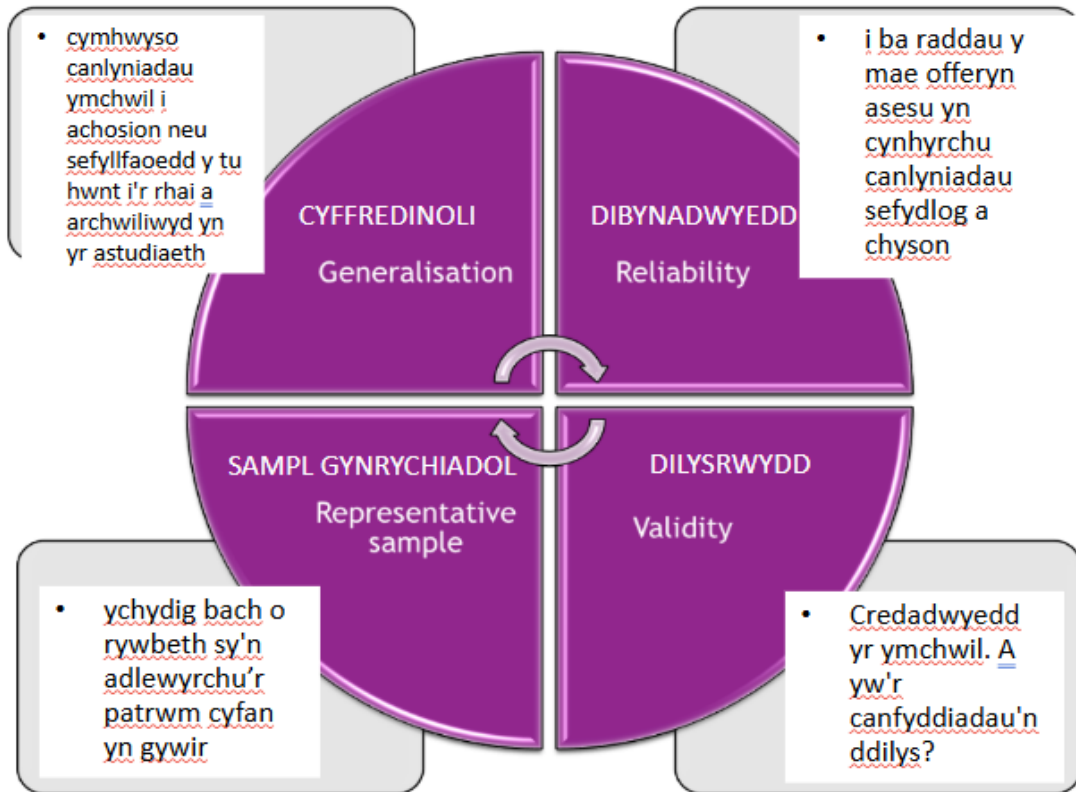
Being part of an inquiring profession

- Proactively contributing to a range of audiences
- Actively engaging with the inquiry and findings of others

Rydym wedi bod yn
gweithio ar yr
ymagweddau hyn.
We have been working on
these three dispositions.

Llythrennedd Ymchwil

Research Literacy



Llythrennedd ymchwil

Research Literacy

Ymadrodd ymchwil Research Term	Heb glywed amdano erioed Never heard of it	Wedi clywed amdano ac yn gwybod beth mae'n ei olygu Heard of it and I know what it means	Wedi clywed amdano a gallaf ei egluro wrth eraill Heard of it and can explain it to others

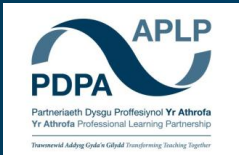


Hunan-archwiliad

Self-audit



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Atgyrchedd a thryloywder

Reflexivity and transparency

It is worth remembering that no research can ever be 100% valid or reliable.

In order to increase the levels of validity and reliability, it is important for researchers to adopt a reflexive approach.

If a researcher clearly describes the contextual intersecting of relationships between the participants and themselves, it not only increases the credibility of the findings but also deepens our understanding of the work (Berger, 2015).

Beth mae'r data yn dweud wrthyhych?

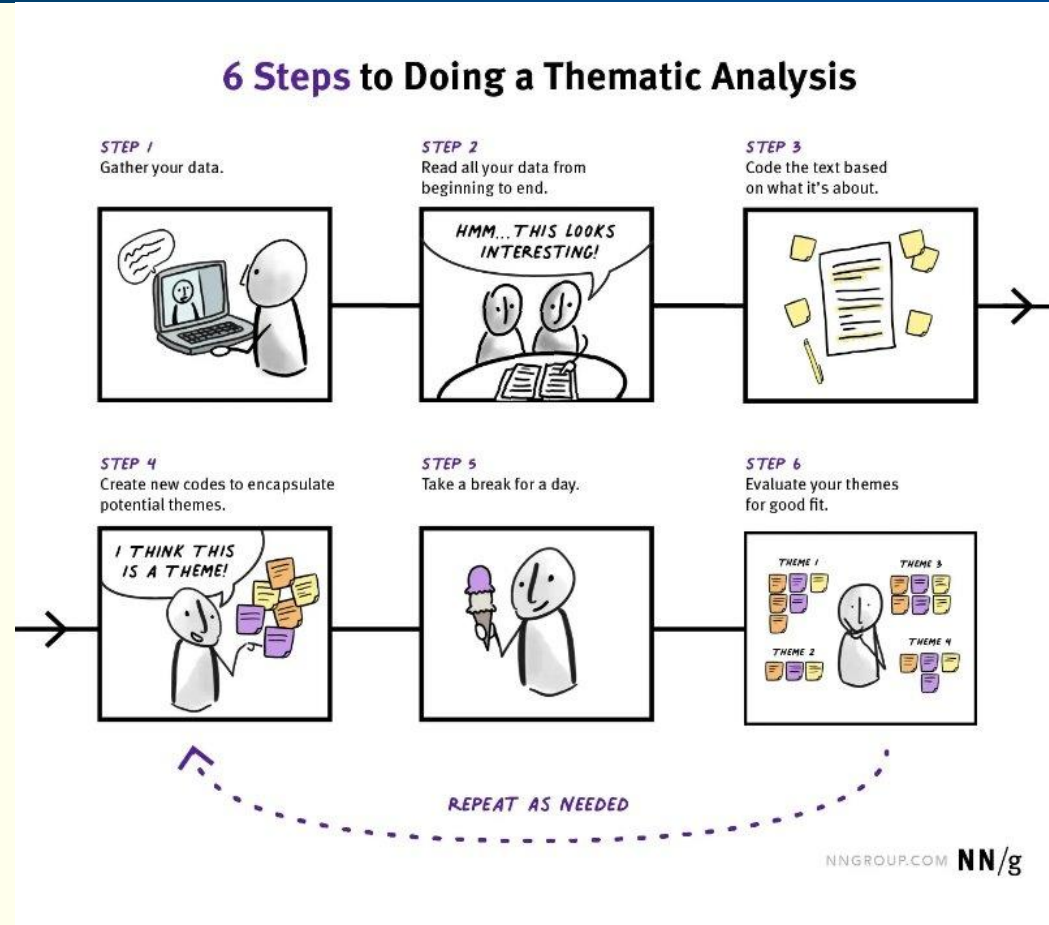
What is the data telling you?

'...bringing order, structure and interpretation to the mass of collected data. ... It is the search for general statements about relationships among categories of data ... it is the search among data to identify content.'

(Marshall & Rossman, 1999)

Dadansoddiad Thematig Atgyrchol (Braun a Clarke 2006)

Thematic Analysis (Braun and Clarke 2006)



Dadansoddiad Thematig Atgyrchol

Reflexive Thematic Analysis

Thematic Analysis in Qualitative Research (Braun & Clarke, 2006) 

Dadansoddi Data

Data Analysis

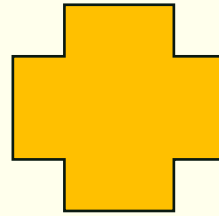
Disgrifio	Describe
Crynhoi	Summarise
Dehongli	Interpret
Creu themau	Generate themes
Deall unigolion	Understand individuals
Deall grwpiau	Understand groups
Codi materion	Raise issues
Arddangos	Demonstrate
Archwilio?	Explore?



Dewch â'ch holl ddata at ei gilydd

Bring all of your data together

Meintiol/quantitative



Ansoddol/qualitative

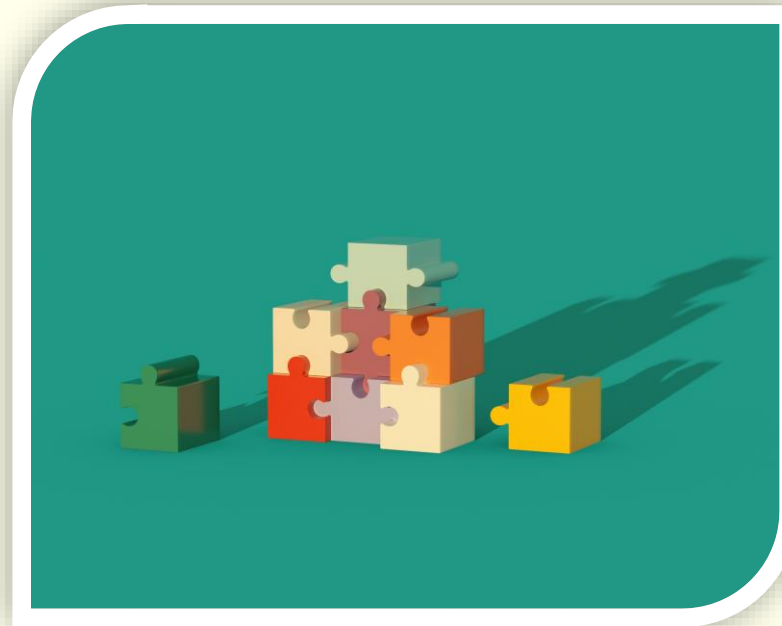
Nodwch themâu o'ch set ddata
Identify themes from your data set

Codio eich data

Coding your data

Pwrpas codio yw
cymhwyso themâu ac is-
themâu i'r data

Rydych yn ceisio trefnu'r
data yn 'ddarnau' hylaw
fel y gallwch gymharu
ymatebion perthnasol



The purpose of coding is to
apply themes and subthemes
to the data

You are aiming to organise the
data into manageable 'chunks'
so that you can compare
relevant responses

Talpiau hawdd eu trin...

Manageable chunks...

‘Mae'n bwysig gwerthu'r wythnos anghymesur ar ddatblygiad proffesiynol i'r athrawon a gwell canlyniadau i'r plant, oherwydd cyn gynted ag y byddwch yn dechrau siarad am les athrawon, oni bai eich bod yn y proffesiwn nid yw pobl am wybod. Maen nhw'n meddwl bod athrawon yn cael digon o amser i ffwrdd fel y mae.’

Codau thematig:

Dysgu proffesiynol
Cyrhaeddiad
Iechyd a lles
Trafodaeth gyhoeddus

Athro, disgybl, rhiant

‘It's important to sell the asymmetric week on professional development for the teachers and improved outcomes for the children, because as soon as you start talking about teacher well-being, unless you're in the profession people don't want to know. They think teachers get enough time off as it is.’

Thematic codes:

Professional learning
Attainment
Health and wellbeing
Public discourse

Teacher, pupil, parent

Talpiau hawdd eu trin

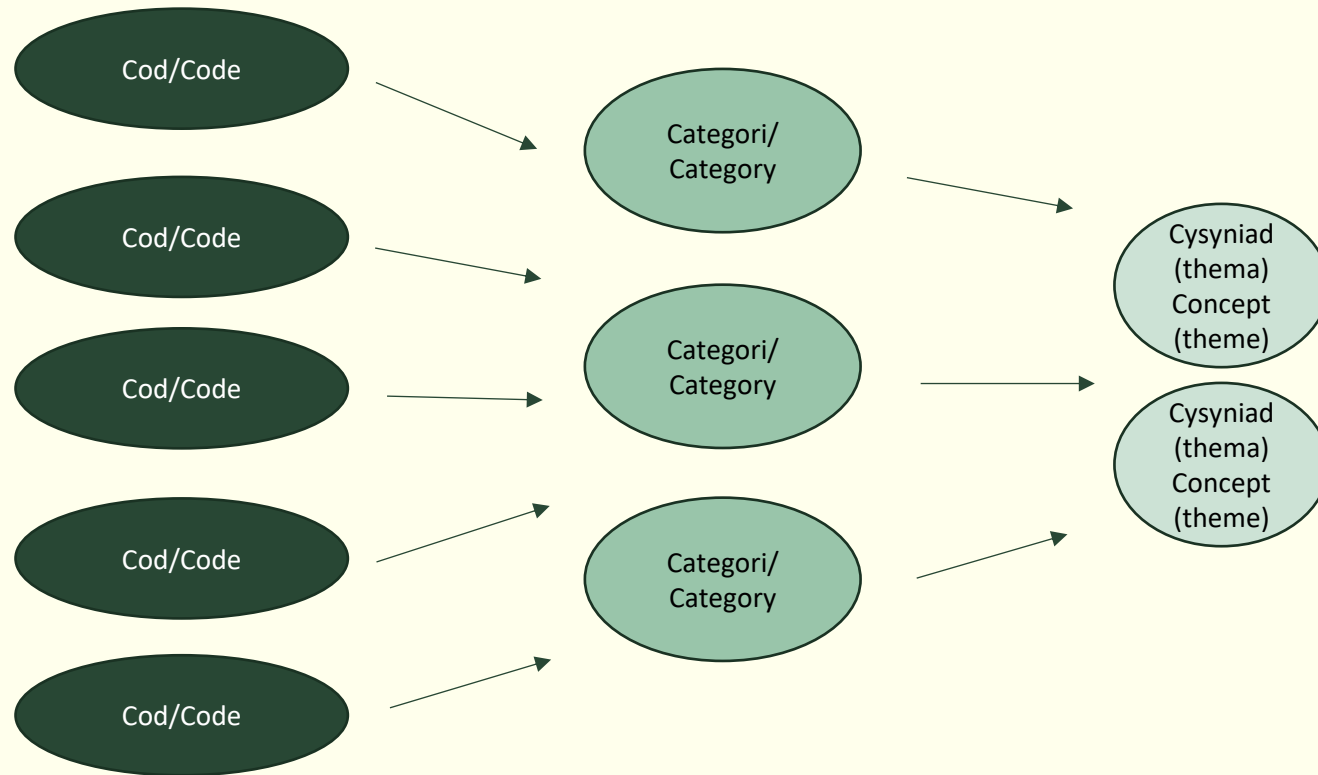
Manageable chunks

	INTERVIEWER: So, what do you think of the current strategies to prevent road traffic collisions and neurotrauma in your city and country?	Codes
	PARTICIPANT: You know, the government has instituted things like traffic rules and all that, but these are not being enforced properly. There don't seem to be enough traffic police to cover the many areas in the city where there is a lot of traffic, and I suppose what you could call accident-prone areas. I have read on the internet that many other countries are having things like speed cameras and all that to prevent speeding. I know we have things like speed bumps and maybe the signs which show the speed limit. The problem is people are not following the rules. For that reason, it would be good to have these speed cameras, for example, so that people will realise that some enforcement is being carried out. The other thing is that	Gov. role Lack of compliance Lack of enforcement Accident reduction strategies Lack of compliance Accident reduction strategies



Codau, categoriau a chysyniadau

Codes, categories and concepts



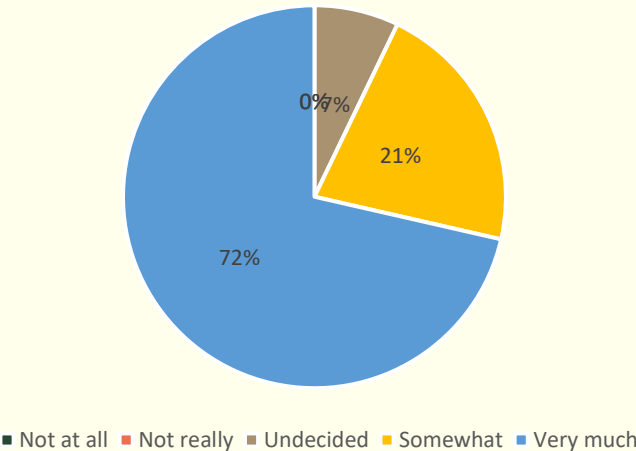
‘Lichtman (2010) projects that most qualitative studies in education will generate 80–100 codes that will be organised into 15–20 categories and subcategories, which eventually synthesize into five to seven major concepts.’ (Saldaña, 2016, p9)

Defnyddio siartiau neu ffigurau

Using diagrams or figures

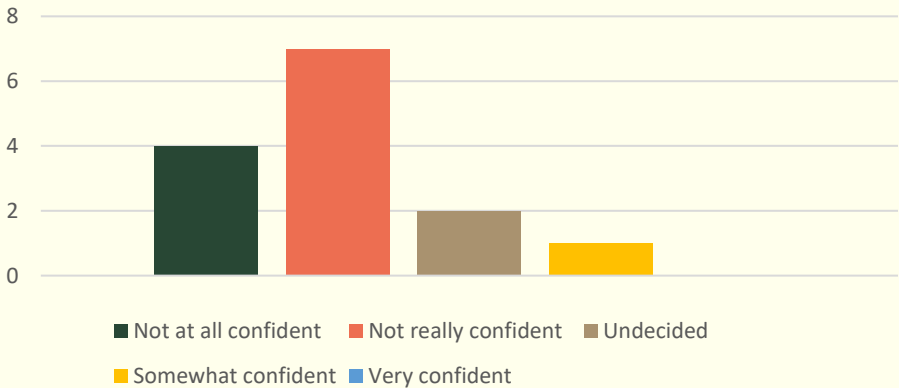
Ystyriwch ddefnyddio diagramau neu ffigurau i wneud eich data yn haws i'w dehongli...

To what extent do you believe this project has been a worthwhile exercise for you and your school?



Consider using diagrams or figures to make your data easier to digest...

Thinking back to the start of this project, how confident do you think teachers in your school were in undertaking professional enquiry/action research?



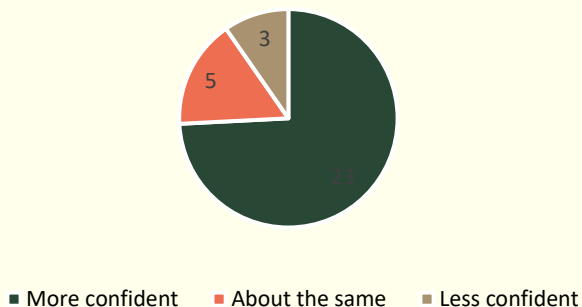
Defnyddio siartiau neu ffigurau

Using diagrams or figures

Yn gyffredinol, roedd 23 o ddisgyblion yn teimlo'n fwy hyderus wrth ddefnyddio technolegau dysgu cyfunol, allan o ddosbarth o 31.

Dywedodd pum disgybl eu bod mor hyderus nawr ag yr oeddent o'r blaen, a theimlai tri disgybl yn teimlo eu bod yn llai hyderus wrth ddefnyddio technolegau dysgu cyfunol ar ôl ymyriad.

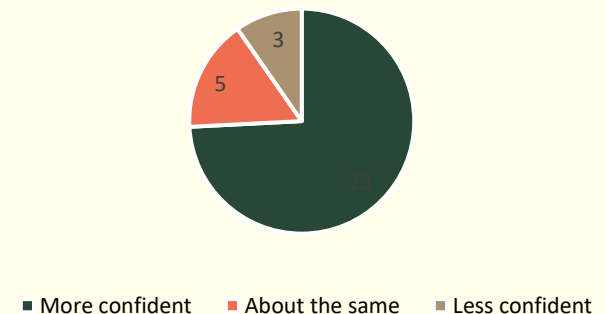
Hyder disgyblion mewn technolegau dysgu cyfunol – ar ôl ymyriad



Overall, 23 pupils felt more confident in their use of blended learning technologies, out of a class of 31.

Five pupils said they were about as confident now as they were before, while three pupils felt they were less confident in using blended learning technologies post-intervention.

Pupil confidence in blended learning technologies – post-intervention



Labeli cywir

Correct labels



Trafodwch eich canfyddiadau o dan themâu (isbenawdau)

Discuss your findings under themes (sub-headings)

Codau Thematig:

- Dysgu Proffesiynol
- Cyrhaeddiad
- Iechyd a lles
- Trafodaeth gyhoeddus

Thematic codes:

- Professional learning
- Attainment
- Health and wellbeing
- Public discourse

Ewch yn ôl at y llenyddiaeth yn eich dadansoddiad

Return to the literature in your analysis

Trosolwg o lenyddiaeth berthnasol Dylai'r adran hon fod yn seiliedig ar eich pwnc ymchwil. Dylai gynnwys trafodaeth ar lenyddiaeth allweddol sy'n ymwneud â'ch cwestiwn astudio / ymchwil. Cofiwch: - Grynhoi a syntheseiddio: rhwch drosolwg o brif bwyntiau pob ffynhonnell a'u cyfuno'n gyfanwaith cydlynol; - Ddadansoddi a dehongli: peidiwch ag aralleirio ymchwilwyr eraill yn unig. Os yw'n bosibl, trafodwch arwyddocâd y canfyddiadau mewn perthynas â'r llenyddiaeth gyfan; - Werthuso'n feirniadol: sôn am gryfderau a gwendidau eich ffynonellau, ystyriwch yr awdur(on) a'u harbenigedd; - Ysgrifennu mewn paragraffau strwythuredig: defnyddiwch bontio a brawddegau pwnc i dynnu cysylltiadau, cymariaethau a chyferbyniadau.	800 Defnyddiwch amser astudio yn ystod y modiwl i ymgyviltu a llenyddiaeth.
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Canlyniadau / Dadansoddiad o ganlyniadau / Discussion Bydd cynnwys yr adran hon yn dibynnu ar y dulliau ymchwil rydych wedi'u defnyddio. Unwaith y byddwch wedi cyflwyno'r data a'i drafod, dylech ystyried: Beth mae'r data yn ei olygu? Beth gawsoch chi wybod? - Beth mae hynny'n ei olygu i'ch dosbarth/y cyfranogwyr/yr ysgol? - Sut mae hyn yn cysylltu â llenyddiaeth? DS Ni ddylech deimlo bod yn rhaid i chi rhoi 'ateb' i'ch cwestiwn ymchwil.	700
---	------------

Overview of relevant literature This section should be based on your research topic. It should consist of a discussion of literature that relates to your study / research question. Remember to: Summarise and synthesise: give an overview of the main points of each source and combine them into a coherent whole; Analyse and interpret: don't just paraphrase other researchers. If possible, discuss the significance of the findings in relation to the literature as a whole; Critically evaluate: mention the strengths and weaknesses of your sources, consider the author(s) and their expertise; Write in well-structured paragraphs: use transitions and topic sentences to draw connections, comparisons and contrasts.	800 Use study time during the module to engage with literature
---	--

Results / Analysis of results / Discussion The content of this section will depend on the research methods that you have used. Once you have presented the data and discussed it, you should consider: What does the data mean? What did I find out? - What does that mean for my class/the participants/the school? - How does this link to literature?	700
--	------------



Ailwiriwch - yw fy nata yn anhysbys?

Double Check – is my data anonymised?

- Dileu manylion adnabod allweddol – e.e. enwau, oedrannau, lleoliadau, teitlau, rhyw, nodweddion nodedig eraill (lliw gwallt ac ati)
- Defnyddio ffugenwau/rhifau
- Cyffredinoli manylion penodol
- Golygu – pwyll piau hi bob tro
- Remove key identifiers – e.g. names, ages, locations, titles, gender, other distinguishing features (hair colour etc)
- Use pseudonyms/numbering
- Generalise specific detail
- Redact – always err on the side of caution

Rhestr gyfeiriadau

References

Brace, I. (2018) *Questionnaire Design* (4th edition). London: Kogan Page.

Cohen, L., Manion, L. & Morrison, K. (2018) *Research Methods in Education* (8th edition). Oxford: Routledge.

Creswell, J.W. (2012) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th edition). Boston: Pearson.

Dikko, M. (2016) Establishing Construct Validity and Reliability: Pilot Testing of a Qualitative Interview for Research in Takaful. *The Qualitative Report*, 21(3), 521-528.

Flick, U. (2014) *An Introduction to Qualitative Research* (5th edition). London: Sage Publications.

Kvale, S. (2007) *Doing Interviews*. Sage Publications, Thousand Oaks.

11:00 – 12:40 Amser Paratoi

11:00 – 12:40 Preparation Time

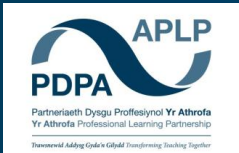
Defnyddiwch yr amser hwn i
edrych ar ddyluniad eich ymchwil
a pharatoi ar gyfer gweithgaredd y
farchnad

Take this time to look at
your research design and
prepare for the marketplace
activity.

1:30 – 15:10 Y Farchnadle
1:30 – 15:10 - Marketplace



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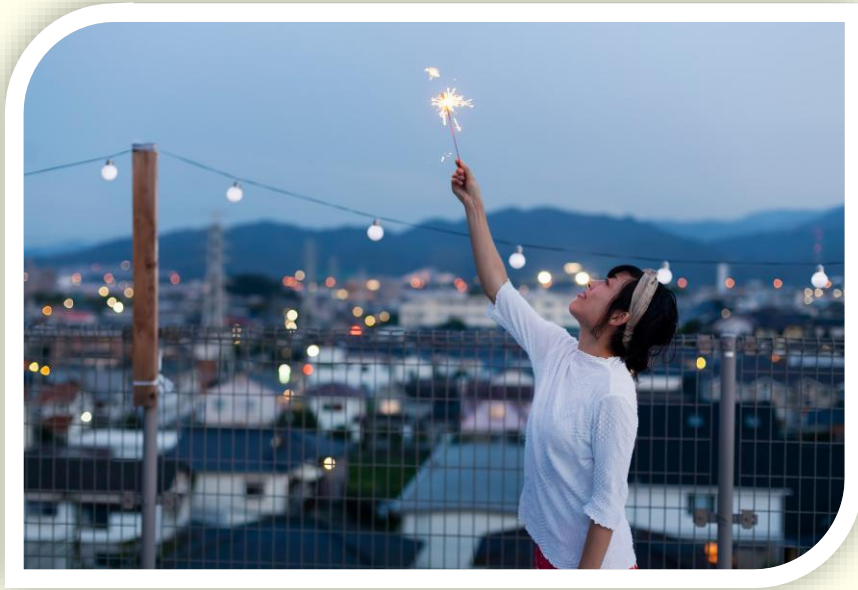


Partnersiaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Transforming Education, Transforming Lives

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Sesiwn hwyrnos 29/4/26

Twilight session 29/4/26

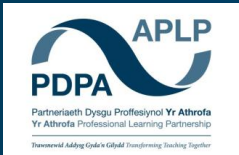


5:00 – 6:30

Arlein - Online



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Cyflwyno'r Aseiniad 5/5/26

Assignment submission 5/5/26

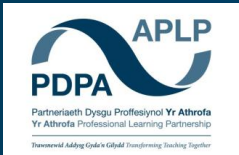


Sesiwn ysgrifennu pwerus arlein
Online power writing session

10:00 – 12:00



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