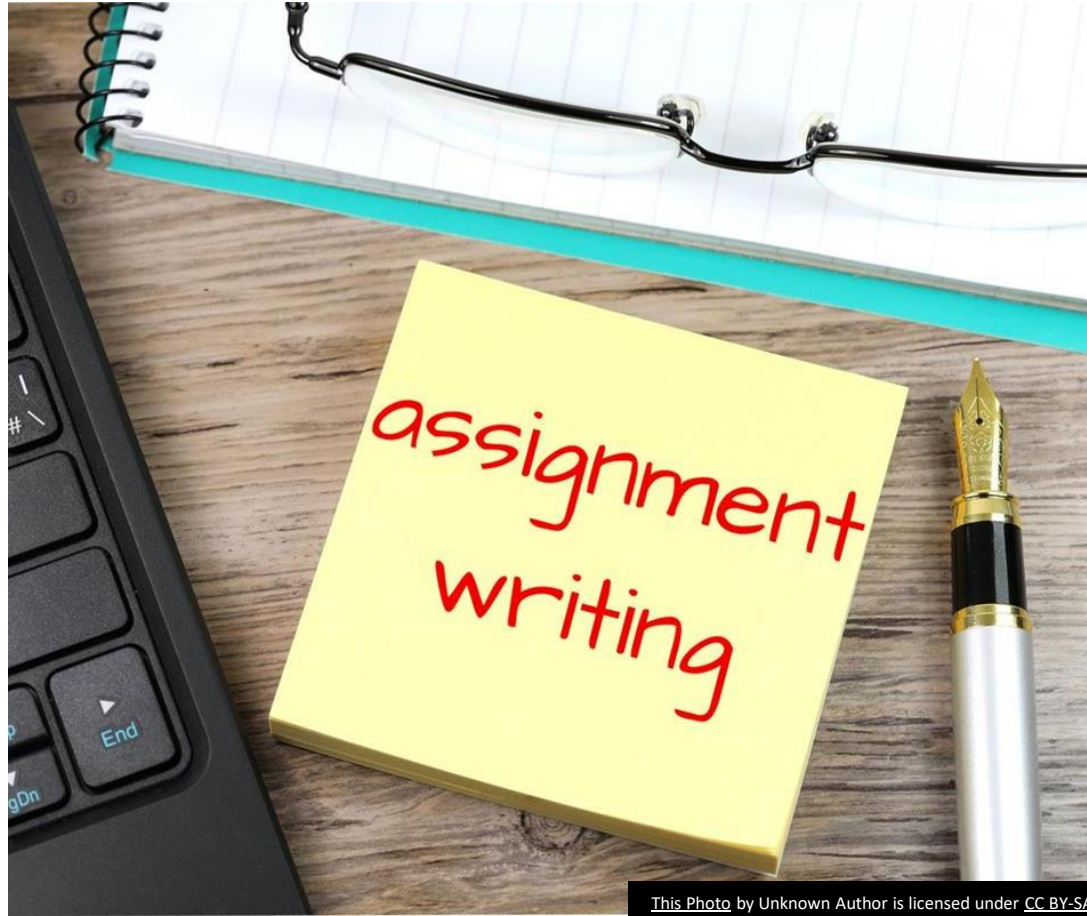


ECAD5014C Ymchwilio i'r Dysgu: beth, sut a pham ydw i'n addysgu?

ECAD5014 Researching the learning: what, how and why am I teaching?



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Sesiwn 13



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Yn ystod y sesiwn byddwn yn edrych ar:
During the session we will look at:



Ysgrifennu'r aseiniad - Writing up the assignment



Adolygu cynnwys y fanyleb - Review assignment spec



Strwythur yr Aseiniad

Structure of the Assignment

Cyflwyniad

Adolygiad Llenyddiaeth

Methodoleg

Canlyniadau a Thrafodaeth

Casgliad



Introduction



Literature Review



Methodology



Results and Discussion



Conclusion



Cyflwyniad cyffredinol... Top Tips!

- Dweud y stori – arwain y darllenydd gan wneud cysylltiadau rhwng y rhannau gwahanol [e.e. Pwrpas yr adran hon yw.... fel a soniwyd yn gynharach/ yn adran...]
- Cydnabod nad yw'n bosibl mabwysiadu safbwynt pendant [e.e. Gellir dadlau o bosib, o fewn cyfyngiadau y fethodoleg...., drwy ddehongli'r data yn y modd hyn... gellir dod i gasgliad o bosib...]



Overall presentation... Top Tips!

- By ensuring that you link each section of the project together [e.g. The purpose of this chapter is... as we shall see in the next chapter...]
- By signaling that you are aware of the uncertainty sometimes attached to adopting a position [e.g. Here, it could be argued..., Within the limitations of the methodology..., By interpreting the findings in this way... It might be concluded from this...]



Further Top Tips!



- By using less direct language [e.g. perhaps..., it would appear that..., possibly..., this would suggest..., it might be...]
- By using language which indicates support for an extension of ideas, views and opinions [similarly..., equally..., likewise..., furthermore..., in addition...]
- By using language which indicates an opposition of ideas, views and opinions [alternatively..., on the other hand..., conversely..., that said...]

Banc Brawddegau Coleg Cymraeg Cenedlaethol



<https://www.porth.ac.uk/cy/collection/banc-brawddegau>



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TEITL: Dylunio a chynnal astudiaeth ymchwil ar raddfa fach, a gwerthuso'n feirniadol effaith offer ymchwil a ddewiswyd, a'r data, ar eich ymarfer proffesiynol.

Cyfanswm geiriau ar gyfer yr aseiniad hwn yw **2750 o eiriau**.

Aseiniad nodweddiadol fydd 2750 gair (+/- 10%) gan gynnwys tablau, ffigurau a chapsiynau. Dylech gynnwys cyfanswm geiriau gyda'ch gwaith.

***Nid** yw'r **atodiadau** na'r **cyfeiriadau** wedi'u cynnwys yn y cyfanswm geiriau.

Title: Design and conduct a small-scale research study, and critically evaluate the chosen research tools and the impact of findings on your professional practice.

The word count for this assignment is equivalent to **2750** words.

A typical assignment will be 2750 words (+/- 10%) including tables, figures and captions. You should include a word count with your work.

***The appendices and the references are not included** in the word count.

Strwythur yr Aseiniad

Structure of the Assignment

Cyflwyniad

Adolygiad Llenyddiaeth

Methodoleg

Canlyniadau a Thrafodaeth

Casgliad



Introduction



Literature Review



Methodology



Results and Discussion



Conclusion



Cyflwyniad

150

Amlinellwch yn fyr nodau'r ymchwil a'r rhesymwaith dros ei gynnal:

'Pam' gwneud yr ymchwil (e.e., gwella arfer proffesiynol, profiad addysgu blaenorol)

'Ble' yr ydych wedi gwneud yr ymchwil (nodwch yn fyr gyd-destun yr ysgol/dosbarth)

'Nod' eich ymchwil (beth yw nod ac amcanion eich ymchwil, e.e. archwilio canfyddiadau dysgwyr/ staff o ddefnyddio meini prawf llwyddiant fel strategaeth AagD drwy ddosbarthu...)

Introduction

150

Briefly outline the aims and rationale of your research study:

'Why' this research? (e.g., to improve professional practice; previous teaching experience)

'Where' did you conduct the research? (provide a brief research context- school/classroom)

'Aims' of your research (what are the aims and objectives of your research, your research question, e.g., to explore learners'/staff perceptions of as a AfL tool by....)



Adolygiad Llenyddiaeth

650

Dylech ddarparu trosolwg byr o'r llenyddiaeth perthnasol ar gyfer eich ffocws AagD dewisol. Mae angen i chi ddangos dealltwriaeth dda o'ch pwnc ymchwil ac eich bod yn ymwybodol o waith awduron allweddol (e.e. *Black & Wiliam*) a gwaith ymchwil diweddar a wnaed ar eich ffocws ymchwil. Cofiwch ddefnyddio iaith betrus (tentative), a cheisiwch archwilio a syntheseiddio syniadau o wahanol ffynonellau yn hytrach nag adrodd arnynt yn unig.

Literature Review

650

You should provide a short overview of relevant literature on your chosen AfL focus (i.e. show that your research is guided by literature). You need to demonstrate that you have a good understanding of your research topic and that you are aware of the work of key authors (e.g., *Black & Wiliam*) and recent research in your chosen area. Remember to use tentative language and try to explore ideas from different sources rather than just report on them.



Methodoleg ‘Sut’ y gwnaethoch eich ymchwil a ‘pwy’ oedd yn yr ymchwil? Yn yr adran hon dylech amlinellu eich dyluniad ymchwil a chyfiawnhau a gwerthuso’n feirniadol eich offer ymchwil (<i>holiadur a chyfweliad</i>), eich sampl, a’r broses ddadansoddi data. Eglurwch sut y defnyddiwyd pob offeryn ymchwil i gasglu data i ateb eich cwestiynau ymchwil. Cyfeiriwch y darlennydd at enghreifftiau o gwestiynau cyfweliad /holiadur yn yr atodiadau (e.e. gweler Atodiad 2) Rhaid i chi gynnwys gwybodaeth am sut y cynhaliwyd anhysbysrwydd a chyfrinachedd, ac am sut y rheolwyd yr hawl i dynnu’n ôl (e.e. cyfeiriwch at ganllawiau BERA (2024), ffurflen caniatad, cydsynio, ffurflen foeseg) Sut gwnaethoch ddadansoddi’r data? Disgrifiwch ac esboniwch sut y gwnaethoch gyflwyno a dadansoddi’r data (e.e. holiaduron – data meintiol; cyfweliadau – data ansoddol – trawsgrifiadau – y dull dadansoddiad thematig – codio/themâu.	900
---	------------

Offer Ymchwil

Sampl - Cyfranogwyr

Moeseg

Proses dadansoddi data

Cofiwch gefnogi eich sylwadau gyda llenyddiaeth, e.e. erthyglau (e.e. Blackburn), Llyfrau (e.e. Denscombe, Cohen & Manion, Thomas, NFER (Gweler Rhestr Ddarllen – Llawlyfr Modiwl – Teilsen Llenyddiaeth Cefnogi Methodoleg –Moodle)

Methodology ‘How’ did you do your research and with ‘who’? In this section you should outline your research design and justify and critically evaluate your chosen research tools (questionnaire & interviews), your sample, and data analysis processes. Explain how you used each research tool to collect data to answer your research questions. Direct the reader to examples of interview questions / questionnaire questions in the appendices (e.g. please see Appendix 2 ...) You will need to include information about how you maintained confidentiality and anonymity, and the right to withdraw (e.g. refer to your ethics form, BERA Guidelines, consent form, assent process, etc.) ‘How’ did you analyse your data? Describe and explain how you presented and analysed your data (e.g., questionnaire – graphs/charts; interviews – interview transcripts; thematic analysis approach, e.g. coding/themes)	900
--	------------

Research Tools

Sample - Participants

Ethics

Data analysis processes

Remember to support your claims with literature, e.g. articles (e.g.) Blackburn; books (e.g. Denscombe; Cohen & Manion, NFER – please see module handbook & Literature to Support Methodology tile on Moodle)

Canfyddiadau a thrafodaeth

800

‘Beth’ mae’r ymchwili yn ei ddweud?

Cyflwynwch eich canfyddiadau o dan eich themâu. Dychwelwch at eich llenyddiaeth i gefnogi eich syniadau. Darluniwch eich canfyddiadau gyda gwybodaeth o’ch data (e.e. tablau, dyfyniadau). Defnyddiwch iaith betrus/synhwyrol (tentative) yn eich trafodaethau.

Discussion and findings

800

‘What’ does your research say?

Present your findings under your identified themes. Return to your literature to support your ideas. Illustrate your findings with information from your data (e.g. quotes, figures)

Please use tentative language in your discussions.



Casgliadau ac argymhellion

250

‘Beth’ ydych wedi ei ddysgu a beth nesaf?

Ysgrifennwch baragraff cryno o’ch canfyddiadau allweddol a gwnewch sylwadau ar ddilysrwydd (validity), dibynadwyedd (reliability) a chyffredinoladwyedd (generalisability) eich ymchwil (e.e. 2 neu 3 pwynt pwysig; cydnabod cryfderau a chyfyngiadau’r dyluniad ymchwil)

‘Beth yw effaith yr ymchwil ar eich arfer proffesiynol? Dylech ystyried hyn drwy fyfyrrio ar eich profiad o gynnal ymchwil proffesiynol a chyfeirio at y Safonau Proffesiynol.

Conclusion and recommendations

250

‘What’ have you learned and ‘what’ are your next steps?

Write a summary paragraph of your key findings and comment on the validity, reliability and generalisability of your work (e.g. 2 or 3 main points; acknowledge the strengths and limitations of your research design)

‘How has this/will this impact on your professional practice? You should frame this by reflecting on your experience of conducting a professional enquiry with reference to the Professional Standards.

Transform your future personal practice *** Recommendations **



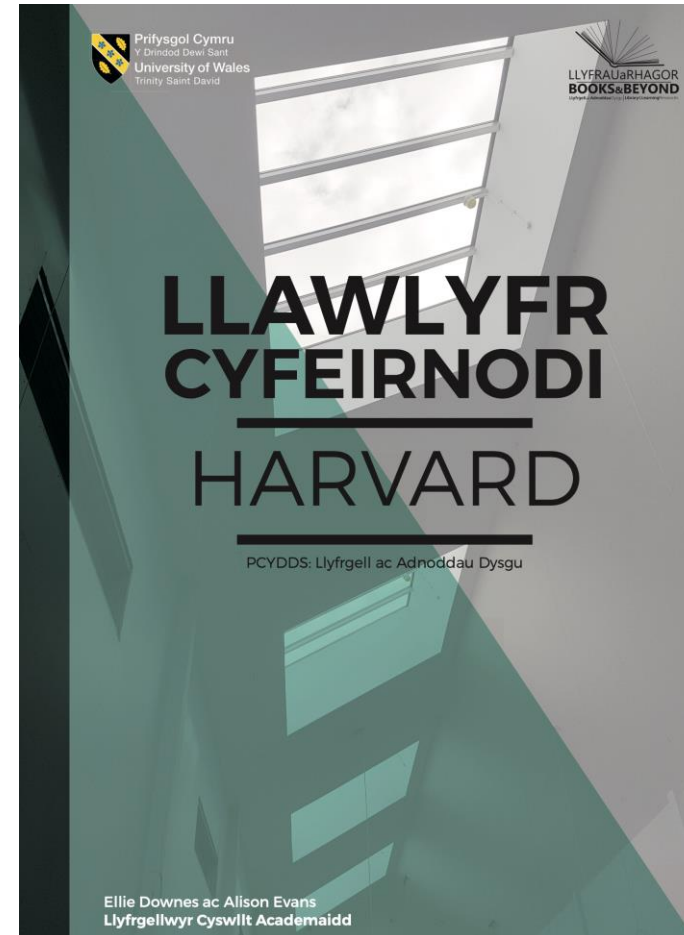
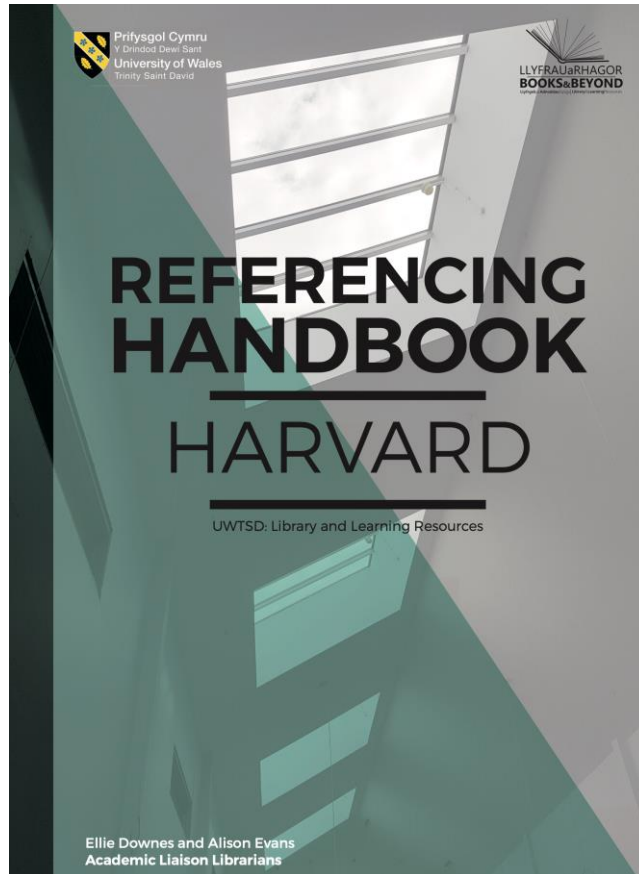
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Reference list

This should include all materials specifically referred to within the text.



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ATODIADAU -APPENDICES

Appendices

You should include the following in the appendix: Ethics form; Consent information; Questionnaire; Interview questions. You may include interview transcript, graphs, charts.

Reference list

This should include all materials specifically referred to within the text.

*The **appendices** and the **references** are **not included** in the word count.

Please include a content list for the appendices

Appendices

Appendix 1 – Askew's Model of teaching, views of learning and related discourses on feedback

Appendix 2 - Ethics Form

Appendix 3 – Teacher Consent Form

Appendix 4 – Quality Talk

Appendix 5 – Personalised Learning

Appendix 6 – Enhanced Learning and Progression

Teacher Questionnaire

Appendix 7 – Observation Schedules

Appendix 8 – Conclusion

Appendix 9 – Interview Questions

Appendix 10 - Pupil Questionnaire

Appendix 11 – Teacher Questionnaire

Appendix 12 – Interview Transcript

Atodiadau

Dylech gynnwys yn yr adran hon: Ffurflen Foeseg; Holiadur; Cwestiynau Cyfweiliad; Gwybodaeth Cydsynio a Chaniatad. Gallech hefyd gynnwys graffiau, siartiau, trawsgrifiad o'r cyfweiliad.

Rhestr gyfeirio

Dylai hyn gynnwys yr holl ddeunyddiau y cyfeirir atynt yn benodol yn y testun

*Nid yw'r atodiadau na'r cyfeiriadau wedi'u cynnwys yn y nifer geiriau.



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Enghreifftiau - Examples

Appendix 6 – Enhanced Learning and Progression

Appendix A – Learner Questionnaire

4. Please give a reason for WHY you prefer either small group teaching, or whole class teaching?

10 Responses

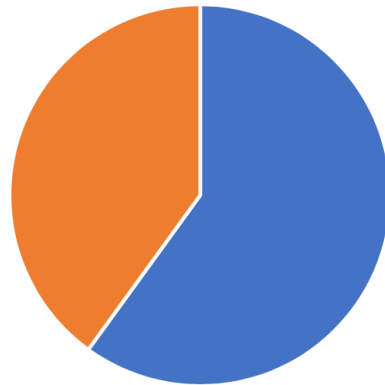
ID ↑	Name	Responses
1	anonymous	I prefer to work in small groups because there isn't much of a hassle
2	anonymous	I prefer being in small groups because I get to sit by new people nearly everyday and I also like learning new stuff
3	anonymous	I rather work in smaller works and carousel because you get to learn more things in that space of time and it gam be more fun.
4	anonymous	When you are in a small group you disuse better then in a whole call.
5	anonymous	when you are in a small groop I think you lurn more but if you are in a howl class you hafe to wait for the peers to finish
6	anonymous	I don't know
7	anonymous	Because it gets a bit chaotic but I like small groups and whole class equal
8	anonymous	Because it is not that loud sometimes and you get to talk more in your small group.
9	anonymous	I feel like it's easier to decuce
10	anonymous	because it is easier to work and concentrate

Appendix B – Year 6 Interview Transcript

Learner Response	How do you prefer to learn, in focus groups of as a whole class?
A	In small groups because you get to sit by new people who help you learn more by learning how they work and yeah..you like talk about a problem to work it out . You also have like more of a one-to-one with the teacher
B	Yeah I agree with (Learner A) because when you sit in a group you feel like you get a bit more feedback from the actual table . When you are in a whole class no one can really interrupt you. In focus groups you can get on to the next thing more quickly , but if you have the whole class on one piece of work then the people who are done can't move on.
C	Yeahh (In response to Learner B) and it just gets too noisy in a whole class so you can't really concentrate . You also get more chance to learn because you can like talk to the teacher about something you don't really get . In focus groups, we also have the rest of the class who work independently on like missions.
D	So say now you're in a whole class it would be harder because the people who are ready to learn but then there are also some people who are finishing off work and you are just waiting for them people to finish .
E	Yeah and like in whole class people just mess around and you don't really get any work done because you are trying to concentrate and listen but you can't really. Small groups also help you learn more because Miss has less people to help .

Appendix F – Learner Questionnaire

Do you think that you learn more in small groups, rather than as a whole class?

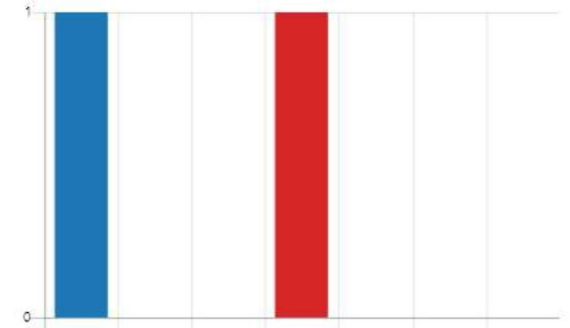


■ Yes ■ No

Appendix C – Teacher Questionnaire

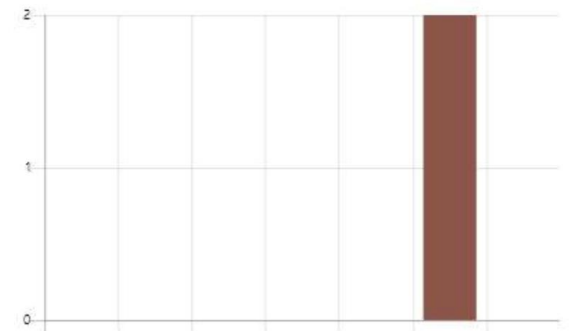
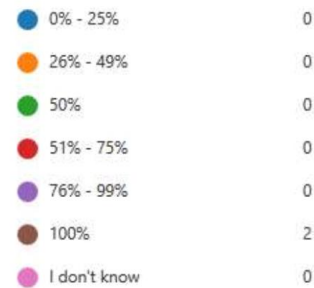
9. On average, how many learners receive immediate feedback in a whole class lesson?

[More Details](#)



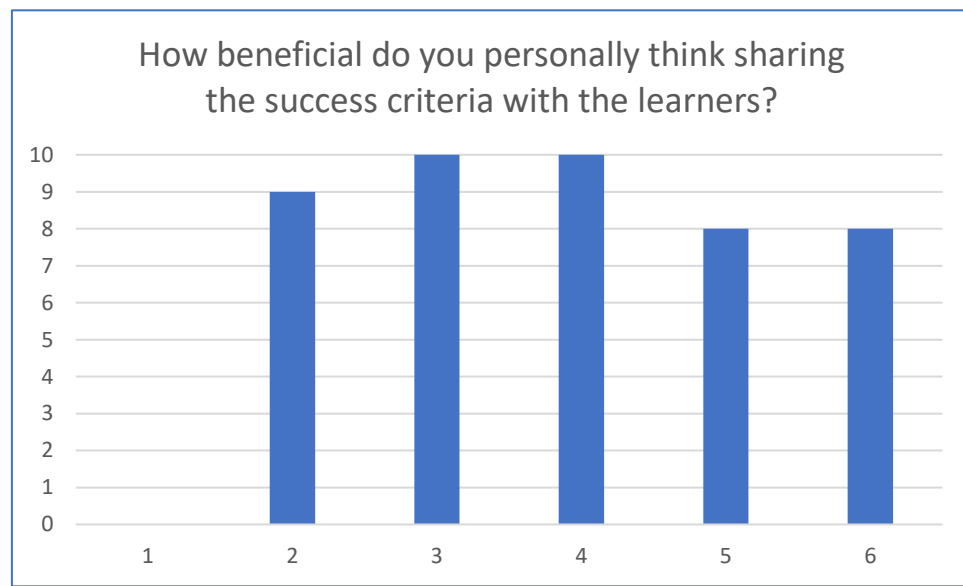
10. On average, how many learners receive immediate feedback in a focus group lesson?

[More Details](#)



Appendix seven- Graph displaying teachers personal view of how beneficial they believe sharing the success criteria to be.

Scale: 1- not beneficial at all 10- very beneficial



Number of participants

Appendix 10

C - Does focus group style learning affect the quantity and quality of feedback?

1. What year group are you in?

- ☐ Year 5
- ☐ Year 6

2. How often does your teacher organise you into small groups to learn?

- ☐ Every lesson
- ☐ One lesson per day
- ☐ More than one lesson per day
- ☐ One lesson a week
- ☐ Never



GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Your essay requires engagement with academic literature/theory; therefore, you should ensure that your literature comes from a range of sources such as textbooks and academic journals. Through reference to the literature, you should demonstrate your knowledge and understanding of your chosen research focus and research tools. You could also refer to relevant Welsh Government publications, including curriculum documentation, and any other reports (e.g. WG, Estyn) that are relevant to your research focus.



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CANLLAWIAU I FYFYRWYR WRTH GWBLHAU TASGAU

SYLWER: Mae'r canllawiau a nodir isod yn gysylltiedig â'r pum maen prawf asesu generig drosodd.

1. Sgiliau Ymgysylltu â Llenyddiaeth

Mae'n rhaid i'ch gwaith gael ei lywio a'i gefnogi gan ddeunydd ysgolheigaidd sy'n *berthnasol* i'r dasg/tasgau a osodwyd ac sy'n *canolbwyntio* arni/arnynt. Dylech ddarparu tystiolaeth i ddangos eich bod wedi cael mynediad at *ystod* briodol o ffynonellau, a allai fod yn academiaidd, yn llywodraethol a diwydiannol; gall y ffynonellau hyn gynnwys erthyglau cyfnodolion academiaidd, gwerslyfrau, erthyglau newyddion cyfredol, dogfennau sefydliadol a gwefannau. Dylech ystyried *hygrededd* eich ffynonellau; fel arfer mae cyfnodolion academiaidd yn ffynonellau credadwy iawn, ond mae'n rhaid ystyried/dethol gwefannau'n ofalus iawn a dylid eu defnyddio'n gynnil. Dylai unrhyw ffynhonnell a ddefnyddiwyd fod yn gyfredol, a'r rhan fwyaf wedi'u cyhoeddi o fewn y pum mlynedd diwethaf, er y gall darnau arloesol/pwysig o waith yn y maes fod yn hŷn. Rhaid i chi ddarparu *tystiolaeth* o'ch ymchwil/gwaith darllen eich hun trwy gydol eich gwaith, gan ddefnyddio system gyfeirnod addas, yn cynnwys cyfeiriadau yn y testun ym mhrif ran eich gwaith a rhestr gyfeiriadau ar ddiwedd eich gwaith.

Canllawiau penodol i'r asesiad hwn:

Mae angen ymgysylltu â llenyddiaeth / theori academiaidd yn y traethawd; felly, dylech sicrhau bod eich llenyddiaeth yn dod o ystod o ffynonellau fel gwerslyfrau a chyfnodolion academiaidd. Trwy gyfeirio at y llenyddiaeth, dylech ddangos eich gwybodaeth a'ch dealltwriaeth o'r ffocws ymchwil a'r offer ymchwil o'ch dewis. Gallech hefyd gyfeirio at gyhoeddiadau perthnasol Llywodraeth Cymru, gan gynnwys dogfennaeth y cwricwlwm, ac unrhyw adroddiadau eraill (e.e. LIC, Estyn) sy'n berthnasol i'ch ffocws ymchwil



2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

With reference to your own practice, you should demonstrate a systematic understanding of classroom research and of the benefits and drawbacks of using your chosen research tools as a method of research. Knowledge of the background of, and theory behind, your chosen research focus should also be demonstrated. You should critically reflect on relevant ethical frameworks that underpin educational research and consider specific ethical implications of research for and with children within your context.



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2. Sgiliau Gwybodaeth a Dealltwriaeth

Ar lefel 5, dylech allu dangos: gwybodaeth gadarn a dealltwriaeth feirniadol o gysyniadau ac egwyddorion sefydledig y maes pwnc a'r ffordd y mae'r egwyddorion hynny wedi datblygu; gwybodaeth am y prif ddulliau ymholi yn y ddisgyblaeth. Mae *gwybodaeth* yn ymwneud â'r ffeithiau, y wybodaeth a'r sgiliau rydych wedi'u caffael trwy eich dysgu. Rydych yn arddangos eich *dealltwriaeth* trwy ddehongli ystyr y ffeithiau a'r wybodaeth. Golyga hyn fod arnoch angen dethol a chynnwys yn eich gwaith y cysyniadau, y technegau, y modelau, a'r theorïau ac ati sy'n briodol i'r dasg/ta sgau a osodwyd. Dylech allu esbonio'r damcaniaethau, cysyniadau ayyb, yn ystyrlon i ddangos eich dealltwriaeth. Hefyd bydd eich marc/gradd yn amodol ar y *graddau* rydych yn arddangos eich gwybodaeth a'ch dealltwriaeth.

Canllawiau penodol i'r asesiad hwn:

Gan gyfeirio at eich ymarfer eich hun, dylech ddangos dealltwriaeth systematig o ymchwil ystafell ddosbarth ac o fanteision ac anfanteision defnyddio'r offer ymchwil a ddewiswyd gennych fel dull ymchwil. Dylid hefyd ddangos gwybodaeth am gefndir y ffocws ymchwil o'ch dewis, a'r theori y tu ôl iddo. Dylech fyfyrion'n feirniadol ar fframweithiau moesegol perthnasol sy'n sail i ymchwil addysgol ac ystyried goblygiadau moesegol penodol ymchwil ar gyfer a gyda phlant yn eich cyd-destun



3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

You should devise and sustain arguments, and discuss issues relating to the practical application of your chosen research tools within your classroom. Ensure you support your judgements with literature and clear appreciation of ethics within your research. You should evaluate and synthesise ideas in order to come to sound judgements. You should demonstrate an appropriate use of relevant ethical frameworks.

3. Sgiliau Gwybyddol a Deallusol

Dylech allu dadansoddi gwybodaeth yn feirniadol, a chynnig atebion i broblemau sy'n deillio o'r dadansoddi hwnnw, yn cynnwys gwerthuso'n feirniadol addasrwydd gwahanol ddulliau o ddatrys problemau. Rhaid i'ch gwaith gynnwys tystiolaeth o feddwl rhesymegol, dadansoddol, gwerthuso a synthesis. Er enghraifft, archwilio a thorri gwybodaeth i lawr yn elfennau, gwneud casgliadau, casglu, cymharu a chyferbynnu gwybodaeth. Ystyr hyn yw nid disgrifio 'beth' yn unig! Ond hefyd cyfiawnhau: Pam? Sut? Pryd? Pwy? Ble? Ar ba gost? Rhaid i chi bob amser ddarparu cyfiawnhad/tystiolaeth ar gyfer eich dadleuon a'ch barn. Mae darparu tystiolaeth eich bod wedi adfyfyrio ar syniadau pobl eraill yn y maes pwnc yn hanfodol os ydych am gyflwyno dadl resymegol a gwybodus o fewn eich gwaith. Yn ogystal, dylech ddarparu tystiolaeth o'ch gallu i ffurfio barn gadarn a dadleuon argyhoeddiadol trwy ddefnyddio data a chysyniadau, ynghyd â dealltwriaeth o'r cyfyngiadau ar wybodaeth, a'r modd y mae hyn yn dylanwadu ar ddadansoddiadau a dehongliadau. Mae casgliadau cadarn, dilys yn hanfodol ac mae'n rhaid iddynt ddeillio o gynnwys eich gwaith. Lle bo'n berthnasol, gellir cynnig atebion ac argymhellion amgen.

Canllawiau penodol i'r asesiad hwn:

Dylech ddyfeisio a chynnal dadleuon, a thrafod materion sy'n ymwneud â chymhwyso'r offer ymchwil o'ch dewis, yn ymarferol yn eich ystafell ddosbarth. Sicrhewch eich bod yn cefnogi'ch barnau gyda llenyddiaeth ac arddangos gwerthfawrogiad clir o foeseg yn eich ymchwil. Dylech werthuso a syntheseiddio syniadau er mwyn dod i ddyfarniadau synhwyrol. Dylech ddangos defnydd priodol o fframweithiau moesegol perthnasol.



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4. Sgiliau Ymarferol

Ar lefel 5, dylech allu defnyddio ystod o dechnegau sefydledig o fewn y ddisgyblaeth, a chymhwyso cysyniadau ac egwyddorion gwaelodol y tu allan i'r cyd-destun lle y'u hastudiwyd yn gyntaf, gan gynnwys, pan fo'n briodol, cymhwyso'r egwyddorion hynny mewn cyd-destun cyflogaeth. Dylech allu dangos sut y mae'r cysyniadau a'r syniadau sy'n gysylltiedig â'r pwnc yn berthnasol i sefyllfaoedd yn y byd go iawn a/neu mewn cyd-destun penodol. Sut maent yn gweithio'n ymarferol? Byddwch yn defnyddio modelau, dulliau, technegau a/neu theorïau, yn y cyd-destun hwnnw, i asesu sefyllfaoedd presennol, efallai er mwyn llunio cynlluniau neu atebion i ddatrys problemau, neu i greu arteffactau, y gall rhai ohonynt fod yn greadigol. Mae hyn yn debygol o gynnwys, er enghraifft, defnyddio arteffactau, enghreifftiau ac achosion o'r byd go iawn, cymhwyso model o fewn sefydliad a/neu feincnodi un theori neu sefydliad yn erbyn rhai eraill yn seiliedig ar feini prawf penodedig. Dylech ddangos ymwybyddiaeth o gyfyngiadau cysyniadau a theorïau wrth eu cymhwyso mewn cyd-destunau penodol.

Canllawiau penodol i'r asesiad hwn:

Dylech gyfeirio at eich profiad eich hun o fewn cyd-destun ystafell ddosbarth er mwyn dangos eich dealltwriaeth o'r elfennau sy'n rhan o'r broses ymchwil. Dylech ystyried yn feirniadol y defnydd o'r offer ymchwil o'ch dewis, a'r data a gasglwyd, ar eich ymarfer eich hun a'i effaith ar ddysgwyr.



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4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

You should refer to your own experience within a classroom context in order to demonstrate your understanding of the elements involved in the research process. You should critically consider the use of your chosen research tools, and the data collected, on your own practice and its impact on learners.



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5. Sgiliau Trosglwyddadwy ar gyfer Bywyd ac Arfer Proffesiynol

Rhaid i'ch gwaith roi tystiolaeth o'r rhinweddau a'r sgiliau trosglwyddadwy angenrheidiol ar gyfer cyflogaeth sy'n gofyn am arfer cyfrifoldeb personol a gwneud penderfyniadau. Mae hyn yn cynnwys dangos: datblygiad proffesiynol i wella sgiliau presennol a chaffael cymwyseddau newydd a fydd yn eich galluogi i ymgymryd â chyfrifoldeb sylweddol o fewn sefydliadau; eich bod yn gallu cychwyn a chwblhau tasgau a gweithdrefnau, boed yn unigol a/neu'n gydweithredol; eich bod yn gallu defnyddio cyfryngau priodol i gyfleu gwybodaeth, dadleuon a dadansoddiad yn effeithiol ar amrywiaeth o ffurfiau i gynulleidfaoedd arbenigol ac anarbenigol; rhuglder mynegiant; eglurder ac effeithiolrwydd o ran cyflwyniad a threfn. Dylai'r gwaith fod yn gydlynol ac wedi'i strwythuro'n dda o ran ei gyflwyniad a'i drefn.

Canllawiau penodol i'r asesiad hwn:

Dylech gynnal dadansoddiad beirniadol a gwerthuso'r fethodoleg ymchwil, gan nodi'r goblygiadau ar gyfer ymarfer yn y dyfodol. Mae cyfathrebu effeithiol, defnyddio iaith academaidd broffesiynol, geirfa briodol a defnyddio atalnodi yn gywir yn agweddau a fydd yn ddisgwyliad yn yr ymateb. Rhaid i rôl ymchwil foesegol wrth gefnogi myfyrio beirniadol a dysgu proffesiynol fod yn amlwg.



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5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

You should undertake critical analysis and evaluation of the research methodology, identifying implications for future practice. Effective communication, the use of professional academic language, appropriate vocabulary and the correct use of punctuation are aspects that will be an expectation within the response. The role of ethical research in supporting critical reflection and professional learning must be evident.



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MEINI PRAWF ASESU GENERIG

Lefel 5

Yn unol â'r *Framework for Higher Education Qualifications*, ar ddiwedd Lefel 5 disgwylir y bydd myfyrwyr wedi datblygu gwybodaeth gadarn a dealltwriaeth feirniadol o'r cysyniadau a'r egwyddorion sefydledig yn eu maes astudiaeth, ac o'r modd y datblygwyd yr egwyddorion hynny. Byddant wedi dysgu cymhwyso'r cysyniadau a'r egwyddorion hynny'n fwy eang y tu allan i'r cyd-destun lle y'u hastudiwyd yn gyntaf, gan gynnwys, pan fo'n briodol, cymhwyso'r egwyddorion hynny mewn cyd-destun cyflogaeth. Bydd ganddynt wybodaeth am y prif ddulliau ymholi yn y maes pwnc, a gallu i werthuso'n feirniadol ddulliau gwahanol o ddatrys problemau. Byddant yn meddu ar ddealltwriaeth o'r cyfyngiadau ar eu gwybodaeth, a'r modd y mae hyn yn dylanwadu ar eu dadansoddiadau a'u dehongliadau. Byddant yn gallu defnyddio ystod o dechnegau sefydledig i gychwyn ac ymgymryd â dadansoddiad beirniadol o wybodaeth, ac i gynnig atebion i broblemau sy'n deillio o'r dadansoddiad hwnnw. Byddant yn gallu cyfleu gwybodaeth, dadleuon a dadansoddiad yn effeithiol ar amrywiaeth o ffurfiau i gynulleidfaoedd arbenigol ac anarbenigol, a defnyddio technegau allweddol y ddisgyblaeth yn effeithiol. Byddant yn gallu ymgymryd â hyfforddiant pellach, datblygu sgiliau cyfredol, ac ennill cymwyseddau newydd a fydd yn eu galluogi i dderbyn cyfrifoldebau sylweddol o fewn sefydliadau. Bydd ganddynt y rhinweddau a'r sgiliau trosglwyddadwy angenrheidiol ar gyfer cyflogaeth sy'n gofyn am arfer cyfrifoldeb personol a gwneud penderfyniadau.

Lefel 5	METHU	METHU FFINIOL	BODDHAOL (3 ^{ydd} / Llwyddo)	DA (2.2 / Llwyddo)	DA IAWN (2.1 / Teilyngdod)	RHAGOROL (1 ^{af} / Rhagoriaeth)	EITHRIADOL (1 ^{af} / Rhagoriaeth)
Categori	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Ymgysylltu â llenyddiaeth (yn cynnwys darllen, cyfeirnod, arferion academaidd a gonestrwydd academaidd)	Fawr ddim neu ddim tystiolaeth o ddarllen a/neu mae dibyniaeth ar ffynonellau amhriodol. Safbwyntiau a chanfyddiadau ar y cyfan heb gefnogaeth ac yn anawdurdodol. Defnyddir arferion cyfeirnod mewn modd anghydlynol neu ar y cyfan maent yn absennol.	Ymgysylltu gwael â darllen hanfodol. Dim tystiolaeth o ddarllen ehangach. Yn dibynnu ar ffynonellau amhriodol, a/neu yn defnyddio ffynonellau'n ddiofal. Yn ddibynnol iawn ar wybodaeth a gafwyd drwy gyswllt â'r dosbarth. Defnydd anghyson a	Ymgysylltu ag ystod gyfyngedig o ffynonellau perthnasol a chredadwy ar y cyfan. Peth esgeulustod a mân wallau. Arferion cyfeirnod'n amlwg ond heb eu cymhwyso'n gywir nac yn gyson bob tro.	Ymgysylltu ag ystod briodol o lenyddiaeth, yn cynnwys ffynonellau a gyrchwyd yn annibynnol. Rhywfaint o orddibyniaeth ar destunau. Gall y cyfeirnod ddangos mân anghywirdebau neu anghysonderau.	Ymgysylltu ag ystod eang o lenyddiaeth, yn cynnwys ffynonellau a gyrchwyd yn annibynnol. Detholiad o ffynonellau perthnasol a chredadwy. Defnydd da iawn o gyfeirnod, â fawr ddim/dim anghywirdebau neu anghysonderau.	Ymgysylltu ag ystod helaeth o lenyddiaeth berthnasol a chredadwy. Cymhwyso cyfeirnod'n gyson gywir.	Ymgysylltu eithriadol ag ystod helaeth o lenyddiaeth berthnasol a chredadwy. Sgiliau cyfeirnod lefel uchel wedi'u cymhwyso'n gyson.

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

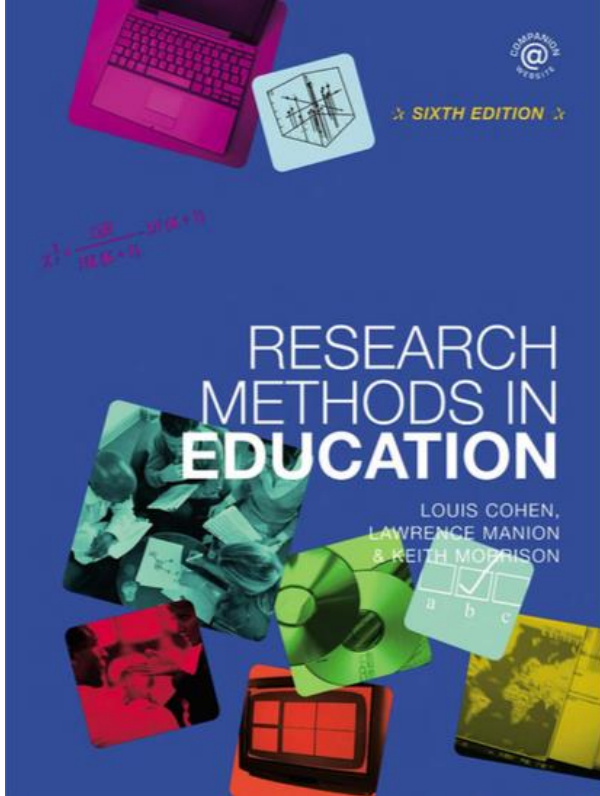
Aseiniad



- Aseiniad ysgrifenedig (2,750 o eiriau)
- **Dylunio a chynnal astudiaeth ymchwil ar raddfa fach, a gwerthuso'n feirniadol yr offer ymchwil a ddewiswyd, ac effaith y canfyddiadau, ar eich ymarfer proffesiynol.**
- Dyddiad cyflwyno: **23.03.26**
- Turnitin **cyn 23:59**

- A written assignment (2,750 words)
- **Design and conduct a small-scale research study and critically evaluate the chosen research tools and the impact of findings on your professional practice.**
- Submission date: **23.03.26**
- Turnitin **before 23:59**

Cyfeiriadau Defnyddiol – Useful References



COFIWCH wneud defnydd effeithiol o'r adnoddau sydd ar gael i'ch cefnogi ar **Moodle – Cyfeiriadau Defnyddiol – Useful References**

REMEMBER to make use of the resources to support you on **Moodle – Useful References**.



Any questions?
Unrhyw gwestiynau?



Sesiwn – Session 14

- Sesiwn galw heibio – cefnogaeth aseiniad
- Drop-in Assignment support workshop

