ECAD4019 Astudiaethau Proffesiynol ac Addysgeg:

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

Sesiwn 6:

Damcaniaeth arsylwi

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

Agweddau 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

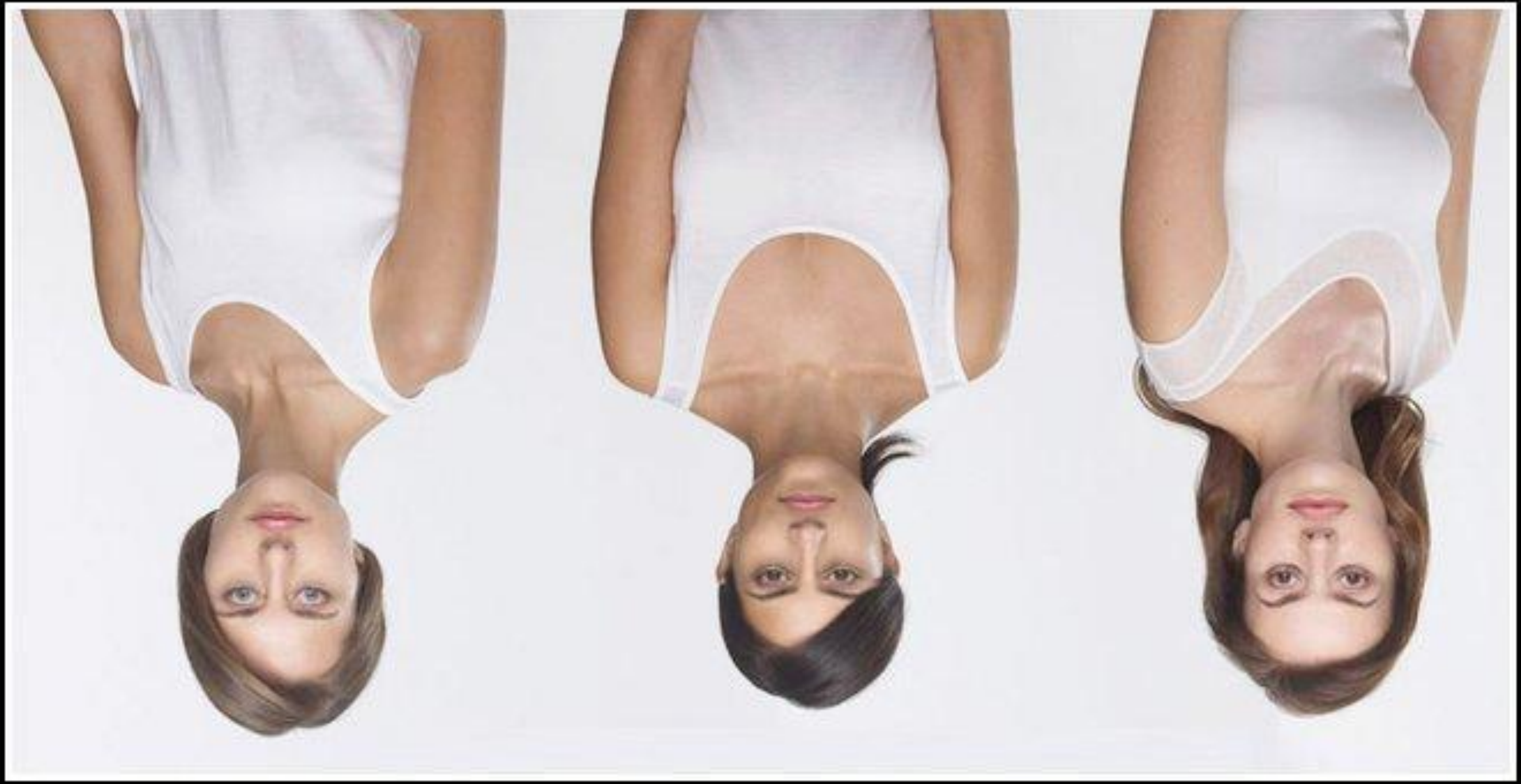
- Deall dulliau ansoddol a meintiol
- Gallu llunio dadl yn seiliedig ar dystiolaeth
- Defnyddio sgiliau darllen beirniadol

Bod yn rhan o broffesiwn ymholgar

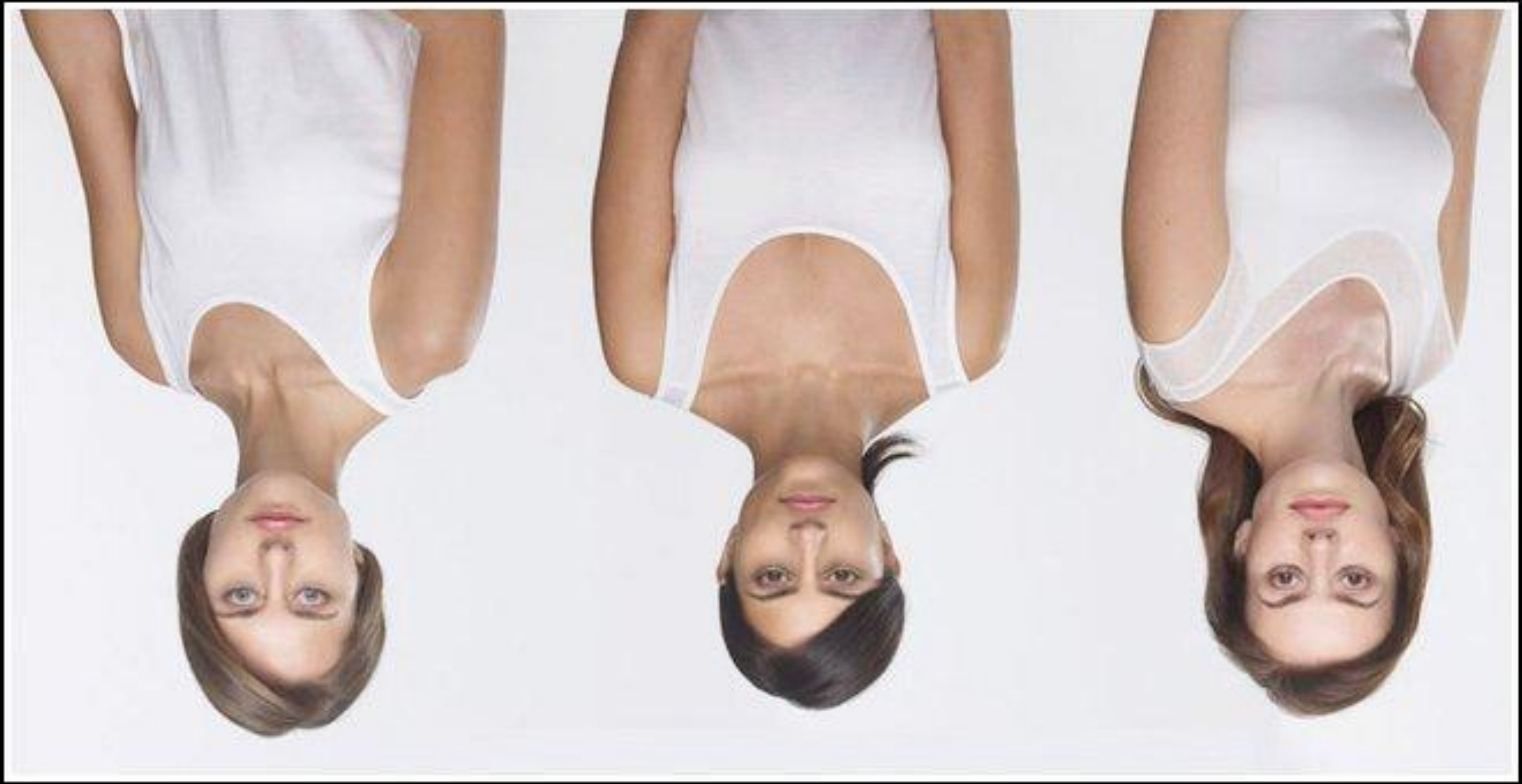
- Cyfrannu'n rhagweithiol at ystod o gynulleidfaoedd
- Cymryd rhan weithredol mewn ymholiadau a chanfyddiadau pob eraill

Nod y Sesiwn

- Datblygu dealltwriaeth o strategaethau arsylwi



WHEN YOU FLIP IT



WHEN YOU FLIP IT

Gwyliwch y clip YouTube canlynol a dilynwch y cyfarwyddiadau

Mathau ar arsylwi

Arsylwad naratif

Narrative observation

Digwyddiad critigol

Critical incident

Amserlen arsylwi

Observation schedule

Mathau ar arsylwi / Types of observation

Arsylwad naratif... Narrative observation...

- Adroddiad manwl ar ymddygiad sydd wedi ei arsylwi mewn dosbarth yw arsylwad naratif
- A narrative observation is a detailed account of behavior that has been observed in a classroom

- Ysgrifennir arsylwadau naratif mewn trefn gronolegol ac fe'u hadroddir ar ffurf stori safonol
- Narrative observations are written in chronological order and told in standard story form

- Tasg yr arsylwr yw cofnodi popeth mae'n ei weld ac yn ei glywed – nid i gyfyngu cwmpas yr arsylwad i restr osodedig o faterion neu dopigau
- The observer's task is to record everything she sees and hears – not to limit the scope of the observation to a predetermined list of issues or topics

Pryd y gallai arsylwad naratif fod yn briodol o fewn dosbarth CS?
When might narrative observation be appropriate within a FP class?

Allwch chi feddwl am unrhyw beth negyddol am ddefnyddio'r arf ymchwil hwn?
Can you think of any negatives about using this research tool?

Mathau ar arsylwi / Types of observation

Amserlen arsylwi... Observation schedule...

- Mae **amserlen arsylwi** yn ffurflen a baratoir cyn casglu data ac fe'i cwblheir gan ymchwilwyr yn ystod arsylwadau
- An **observation schedule** is a form prepared before data collection and is filled out by researchers during observations

- Defnyddir amserlenni arsylwi yn bennaf mewn addysg, seicoleg, therapi lleferydd ac iaith ac ymchwil farchnata
- Observation schedules are used mainly in education, psychology, speech and language therapy and market research

- Gall amserlenni ymestyn o arholiadau cymhleth aml-dudalen i ddalennau cyfrif unigol syml
- Schedules can range from very complex multi-page examinations to simple tally sheets

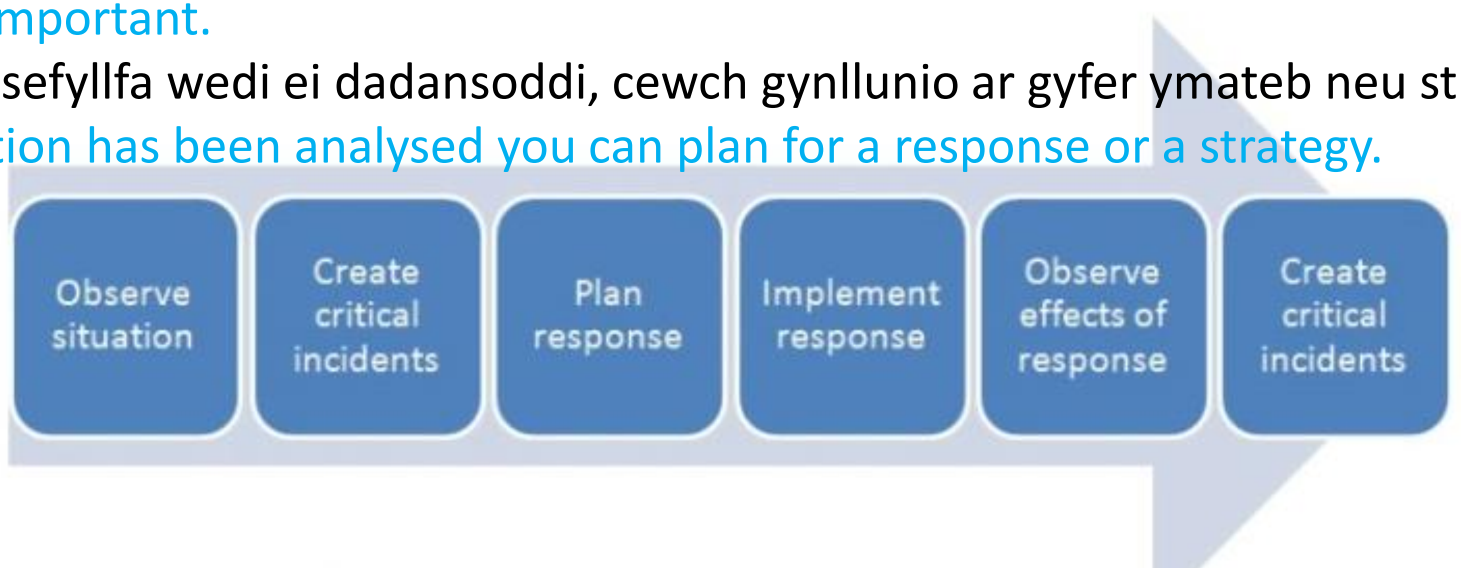
Gan ddefnyddio'ch profiadau eich hunain o fewn dosbarth CS, allwch chi feddwl am fanteision ac anfanteision defnyddio amserlen arsylwi o'i chymharu ag arsylwad naratif?

Using your own experiences within a FP class, can you think of any advantages and disadvantages of using an observation schedule, compared to a narrative observation?

Mathau ar arsylwi / Types of observation

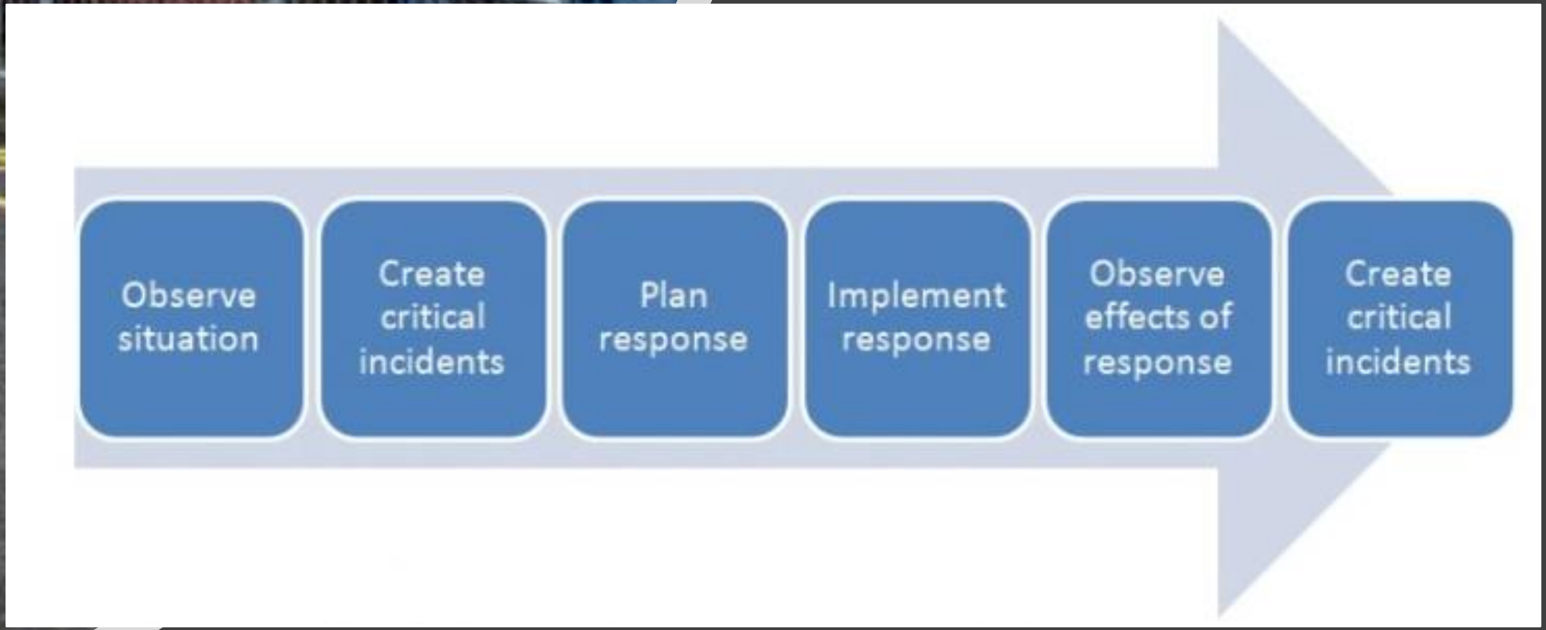
Digwyddiad critigol... Critical incident...

- Dull Tripp (1993) tuag at ddysgu yw drwy'r hyn y mae'n ei ystyried yn 'ddigwyddiadau critigol' sy'n dod o ganlyniad i arsylwi ar yr hyn sy'n digwydd mewn dosbarthiadau.
- Tripp's (1993) approach to learning is via what he considers "critical incidents" that come out of observations of what happens in classrooms.
- Nid oes angen i ddigwyddiad critigol fod yn ddigwyddiad difrifol neu beryglus; yn hytrach, dylid dehongli "critigol" fel perthnasol neu bwysig.
- A critical incident does not need to be a serious or dangerous event; rather "critical" is to be interpreted as relevant or important.
- Unwaith bod y sefyllfa wedi ei dadansoddi, cewch gynllunio ar gyfer ymateb neu strategaeth.
- Once the situation has been analysed you can plan for a response or a strategy.



Digwyddiad critigol…

Allwch chi feddwl am unrhyw ddigwyddiadau critigol rydych wedi'u harsylwi o fewn eich addysgu? Sut y gallech chi ddefnyddio'r diagram isod i wella eich ymarfer?



Arsylwi - crynodeb / Observation – summary

Research method	Advantage	Disadvantage
Observations	• Natural settings can afford a more realistic study. • Schedules can eliminate bias. • As participant observers, it's possible to see things from group's perspective. • Video recording observations can stimulate open discussion and reflection.	• As participant observers, it's difficult to take notes during observations. • As non-participant observers, more difficult to see things from the group's perspective. • The analysis of findings from the use of technologies, such as audio-visual recordings, is time-consuming.

An informative guide for the teaching profession – an easy read and well worth exploring! / Canllaw llawn gwybodaeth i'r proffesiwn addysgu – hawdd ei ddarllen ac yn werth ei archwilio!

Source/Ffynhonell: Grigg and Lewis, 2015

https://dera.ioe.ac.uk/24313/2/150814-effective-use-of-data-en_Redacted.pdf

Cyflwyniad i Raddfa Leuven / Introduction to the Leuven Scale

- Wedi ei harloesi'n gyntaf gan Ferre Laevers a'i dîm ym Mhrifysgol Leuven yng Ngwlad Belg, mae Graddfa Leuven yn eich helpu i ddeall pa mor astud a chyfforddus yw plant mewn lleoliad.
- First pioneered by Ferre Laevers and his team at Leuven University in Belgium, the Leuven Scales help you to understand how focused and comfortable children are in the setting.

- Yn ôl Laevers, mae lefelau uchel o lesiant a chynhwysiant yn gadael i blant brofi dysgu dwys. Mae plentyn hapus a chynwysedig yn un a all brofi'r byd yn y ffordd lawnaf.
- According to Laevers, high levels of both well-being and involvement allow children to experience deep learning. A happy, involved child is one who can experience the world at its fullest.

- Mae llesiant yn canolbwyntio ar y graddau y mae disgyblion yn teimlo'n gyfforddus, ac yn dangos bywiogrwydd a hunan-hyder. Mae'n elfen hanfodol o ddeallusrwydd emosiynol ac iechyd meddwl da.
- Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

The Leuven Scale for Well-being (in learning)

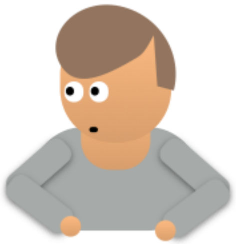
It's time for an honest observation of your students

Based on: http://www.plymouth.gov.uk/documents-ldtoolkitleuven.pdf

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of flow.

Extremely low

The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.



Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

Moderate

The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

High

The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

Extremely High

The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may:

- talk to him/herself,
- play with sounds,
- hum, sing.

The child appears relaxed. The child expresses self-confidence and self-assurance.

[The Leuven Scale for Early Years : What Should Childcare Providers Know (cheqdin.com)]

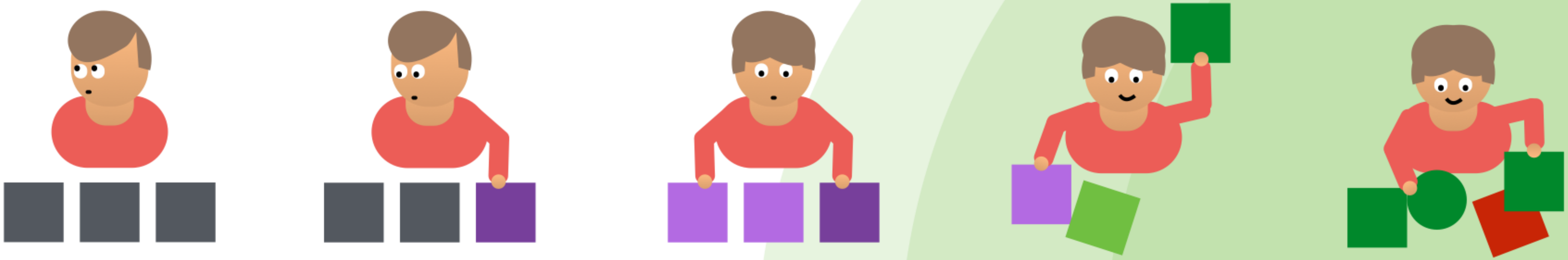
By Richard Wells
Twitter: @EduWells
EduWells.com

The Leuven Scale for Involvement (in learning)

It's time for an honest observation of your students

Based on: http://www.plymouth.gov.uk/documents-ldtoolkitleuven.pdf

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of flow.



Extremely low

Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.

Low

Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.

Moderate

Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.

High

Continuous activity with intense moments. The child' activity has intense moments and at all times they seem involved. They are not easily distracted.

Extremely High

The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Look out for: focused concentration on the present moment; loss of self-consciousness; activity that's intrinsically rewarding; Distorted awareness of time; personal agency.

By Richard Wells
Twitter: @EduWells
EduWells.com

Arwyddion posib o les a chyfranogiad?

Possible signs of wellbeing and involvement?

- **Bod yn agored ac yn dderbyngar** – yn barod i dderbyn yr amgylchedd o'u cwmpas ac yn agored i sefyllfaoedd newydd â diddordeb allanol
- **Openness and receptivity** – receptive to the environment around them and open to new situations and external interest
- **Hyblygrwydd** – yn addasu'n gyflym, yn enwedig mewn sefyllfaoedd newydd neu wahanol. Gallant symud ymlaen o broblemau yn gyflym ac ystyried dewisiadau eraill
- **Flexibility** – adapt easily, especially in new or different situations. They can quickly move on from problems and consider alternatives
- **Hunan-hyder a hunan-barch** – yn dangos hyder ac yn gallu mynegi eu hunain yn dda. Gyda'r gallu i fynd i'r afael â heriau newydd a mentro methiant, heb adael iddynt effeithio ar eu synnwyr o hunanwerth.
- **Self-confidence and self-esteem** – display confidence and can express themselves well. Can tackle new challenges and risk failure, not letting them affect their sense of self-worth
- **Mwynhad heb gyfyngiadau** – Maent yn dangos gwir fwynhad, ac i'w gweld yn hapus yn gyffredinol. Maent yn deall y rheolau ac yn dal i fynegi eu hapusrwydd drwy wenu neu fwmian yn dawel.
- **Enjoyment without restraints** – They are showing genuine enjoyment, and seem generally happy. They understand rules and still express their happiness with smiling or humming quietly

Rhoi cynnig ar Raddfa Leuven

Trying out the Leuven Scale

Gwerthusiad o'r raddfa Leuven

Manteision	Anfanteision
Defnyddiol i wneud asesiadau o blant a dargedir rydych yn pryderu amdanynt	Nid yw arsylwi unwaith yn unig yn ddigon wrth i blant newid dros amser
Mae arsylwi ac asesu yn rhan allweddol o raddfeydd Leuven. Bydd eu gwneud yn rhan o'ch ymarfer adfyfyriol yn rhoi dealltwriaeth llawer dyfnach i chi o'r plant rydych yn gofalu amdanynt.	“If we’ve got well-being, we’ve got the lot,” dywed Laevers. Ond...gall plentyn fod yn hapus i fynd ymlaen â thasgau, a pheidio byth â pheri unrhyw broblemau, ond nid yw'n golygu eu bod yn cael eu herio a dod o hyd i gyfleoedd ar gyfer dysgu â ffocws.
Gall newid yr amgylchedd dysgu mewn ymateb i'ch canfyddiadau	Perygl o ddod yn 'rhestr wirio' arall yn eich arsylwadau

Tasg Gyfeiriol 6
Directed Task 6

- ✓ Darllenwch Walker and Solvason (2014), Success with your early years research project. London: Sage.

  Chapter 1 – Considering your research question

- ✓ Crewch ddrafft cyntaf o'ch cwestiwn ymchwil (CY)

CWESTIYNAU?
PRYDERON?
SYLWADAU?