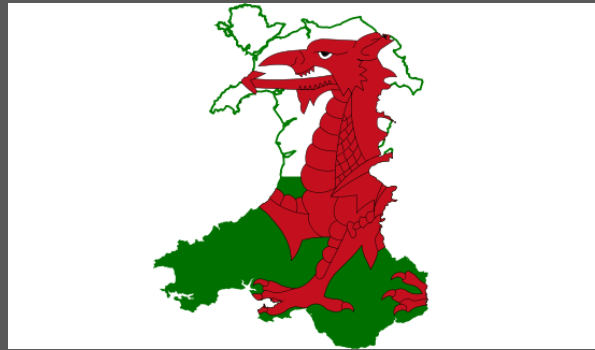


**Dysgwyr, Ysgolion a Chymunedau:
ble ydw i'n addysgu?**



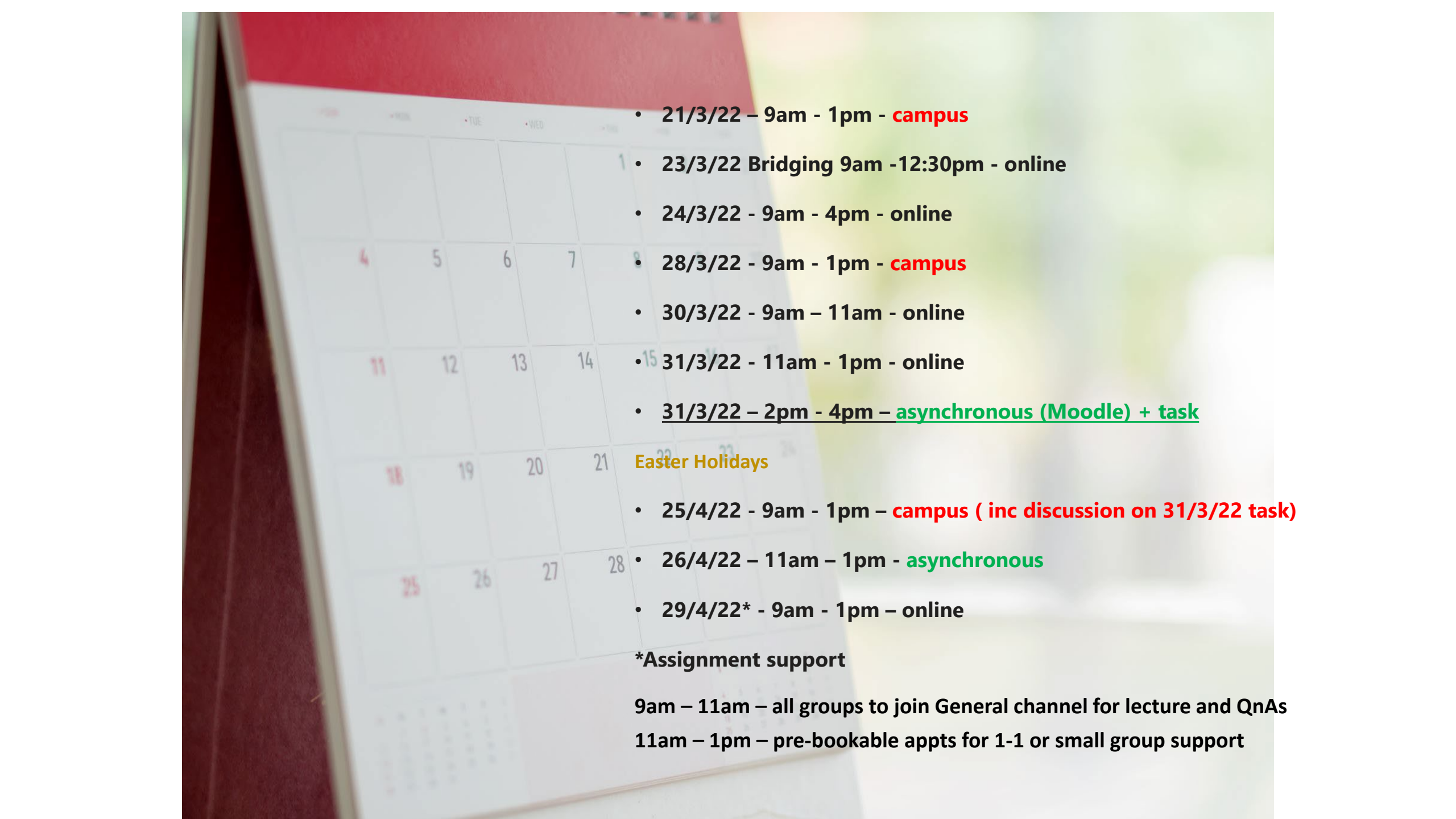
**Learners, Schools and Communities:
where am I teaching?**

- 
- A background image showing a calendar with dates from March to April 2022. The calendar is partially visible, with dates like 4, 5, 6, 7, 11, 12, 13, 14, 18, 19, 20, 21, 25, 26, 27, 28, and 29 visible. The word 'Pasg' is written in yellow on the 21st. To the right of the calendar, a blurred image of a person is visible.
- 21/3/22 – 9am – 1pm - **campws**
 - 23/3/22 – Pontio 9am -12:30pm - arlein
 - 24/3/22 - 9am - 4pm - arlein
 - 28/3/22 - 9am - 1pm - **campws**
 - 30/3/22 - 9am – 11am - arlein
 - 31/3/22 - 11am - 1pm - arlein
 - 31/3/22 – 2pm – 4pm- **asynchronous (Moodle) + tasg**
 - 25/4/22 - 9am - 1pm – **campws – (gan gynnwys trafodaeth ar dasg 31/3/22)**
 - 26/4/22 - 11am - 1pm – **asynchronous**
 - 29/4/22* – 9am – 1pm – arlein

***Cymorth gyda'r aseiniada**

9am – 11am – all groups to join General channel for lecture and QnAs

11am – 1pm – pre-bookable appts for 1-1 or small group support

The background of the slide features a calendar with a red header and a grid of dates. The calendar is partially visible, showing dates from the 4th to the 28th. Overlaid on the right side of the calendar is a blurred image of a person, possibly a student, looking down. The text is overlaid on the right side of the slide, with some items marked with small numbers (1, 8, 15) corresponding to dates on the calendar.

- 21/3/22 – 9am - 1pm - **campus**

- 1 • 23/3/22 Bridging 9am -12:30pm - online

- 24/3/22 - 9am - 4pm - online

- 8 • 28/3/22 - 9am - 1pm - **campus**

- 30/3/22 - 9am – 11am - online

- 15 • 31/3/22 - 11am - 1pm - online

- 31/3/22 – 2pm - 4pm – asynchronous (Moodle) + task

Easter Holidays

- 25/4/22 - 9am - 1pm – **campus (inc discussion on 31/3/22 task)**

- 26/4/22 – 11am – 1pm - **asynchronous**

- 29/4/22* - 9am - 1pm – online

***Assignment support**

9am – 11am – all groups to join General channel for lecture and QnAs

11am – 1pm – pre-bookable appts for 1-1 or small group support

S6 - Cymuned y
Dysgwyr / Learner's
Community

S7 - Sut mae'r 4D yn
cysylltu gyda'r gymuned /
How do the 4Ps link to the
...

S8 - Perspectif
Rhyngwladol /
International
perspectives

9



Hidden from students

S9 - Dod â'r cyfan at ei
gilydd/Bringing it
altogether



S10 - EAL/WAL

11



Hidden from students

S11 - Cenedl ddwyieithog
ac amlieithog / Bilingual
and Multilingualnation



S10 - EAL/WAL



Fideo/Video EAL/WAL



Hidden from students

S13 - Dangos y Cerdyn
Coch i Hiliaeth/Show
Racism the Red Card



Hidden from students

S14 +15 Cefnogaeth
aseiniad/Assignment
support



Links to relevant
readings



My Delve



My Email



My Forms



My OneNote Notebook



My OneDrive



Microsoft Stream



Microsoft Teams



My Sways



Edit settings



Install Office

The course is **not connected** to any
Microsoft services.



ECAD6009-C

Ble ydw i'n addysgu?

Where am I teaching?

Y Syniadau Mawr

The Big Ideas

Bringing it altogether

Dod â'r cyfan at ei gilydd.

Amcanion y modiwl

Module aims

- I ddatblygu dealltwriaeth ddadansoddol a beirniadol myfyrwyr o sut mae ffactorau y tu hwnt i'r dosbarth yn dylanwadu ar ddysgu'r disgyblion e.e. polisïau cenedlaethol, cymunedau a theuluoedd, a sut mae'r ddealltwriaeth hon yn cysylltu â materion cyfiawnder cymdeithasol
- I ymgysylltu myfyrwyr â dull tystiolaeth-seiliedig sy'n cysylltu'r gymuned y mae'r dysgwr yn byw ynddi â'r dewisiadau pedagogaidd a wneir yn y dosbarth er mwyn ysbrydoli dysgwyr a'u teuluoedd
- To develop students' analytical and critical understanding of how pupils' learning is influenced by factors beyond the classroom e.g. national policies, communities and families, and how this understanding relates to matters of social justice
- To engage students with an evidence-based approach which connects the community in which the learner lives, to the pedagogical choices made in the classroom in order to inspire learners and their families

Pynciau

Topics

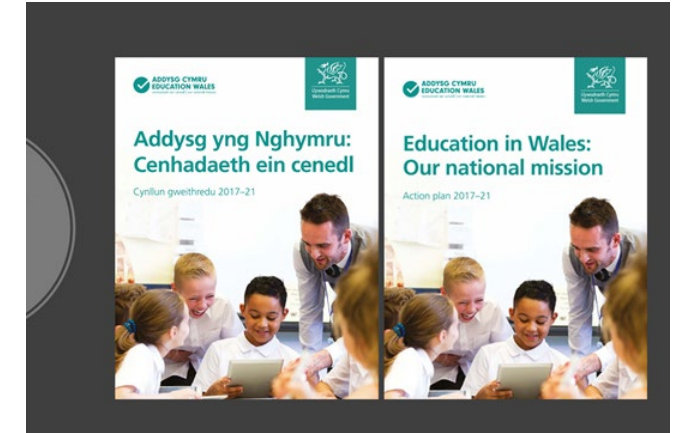
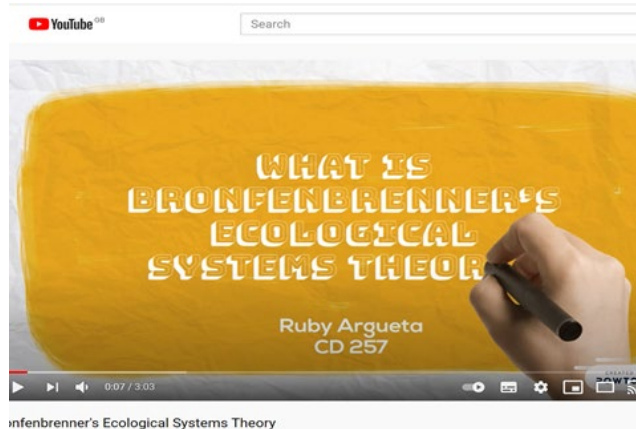
- Addysgu yng Nghymru – beth sy'n wahanol am Gymru?
- Pwy sy'n gwneud penderfyniadau? – datganoli, polisiau.
- Sut mae ysgolion yn gwella? Estyn, CGY, CDY
- Persbectif cymdeithasegol
- The learner's community
- Cyfianwnder Cymeithasol
- Teaching in Wales – What is different about Wales?
- Who makes the rules? – devolution, policy.
- How do schools get better? Estyn, SIP, SDP
- Sociological perspectives
- The learner's community
- Social Justice

Themâu/Themes

Sesiwn	Dyddiad	Cynnwys
17/1/22 – 11/3/22		Beth i chwilio amdano ar leoliad
1 campws	21/3/22 9am – 11am	Cyflwyniad i'r modwl a throsolwg o'r aseiniad
2 campws	21/3/22 11am – 1pm	Polisiau addysgol presennol yng Nghymru
23/3/22 Arlein		PONTIO
3 + 4 arlein	24/3/22 9am – 1pm	Cyflwyniad i gynllunio'n strategol: Cynllun Datblygu'r Ysgol (CDY)
5 arlein	24/3/22 2pm – 4pm	Persbectif cymdeithasegol
6 campws	28/3/22 9am – 11am	Cymuned y Dysgwr
7 campws	28/3/22 11am – 1pm	Sut mae'r 4 Diben yn cysylltu â'r gymuned?
8 arlein	30/3/22 9am – 11am	Persbectif rhyngwladol
9 arlein	31/3/22 11am – 1pm	Dod â'r cyfan at ei gilydd
10 Arlein*	31/3/22 2pm – 4pm	Saesneg/Cymraeg fel Iaith Ychwanegol
11 campws	25/4/22 9am – 1pm	Cenedl Ddwieithog
12 campws	25/4/22 9am – 1pm	Cyfianwnder Cymeithasol
13 Arlein*	26/4/22	Dangos y cerdyn coch i hiliaeth
14 arlein	28/4/22 9am – 11am	Cymorth gyda'r aseiniadau
15 arlein	28/4/22 11am – 1pm	Sesiwn galw-heibio ynglŷn â'r aseiniadau

Session	Date	Content
17/1/22 – 11/3/22		What to look for on placement
1 campus	21/3/22 9am – 11am	Introduction to the module and assignment overview.
2 campus	21/3/22 11am – 1pm	Current educational policies in Wales
23/3/22		BRIDGING
3 + 4 online	24/3/22 9am – 1pm	An introduction to strategic planning: The School Development Plan (SDP)
5 online	24/3/22 2pm – 4pm	Sociological perspectives
6 campus	28/3/21 9am – 11am	The learners' community
7 campus	28/3/21 11am – 1pm	How do the 4Ps link to the community
8 online	30/3/22 9am – 11pm	International Perspectives
9 online	31/3/22 11am – 1pm	Bringing it all together
10 Online*	31/3/22	EAL/WAL
11 campus	25/4/22 9am – 1pm	Bilingual nation
12 campus		Social Justice revisited
13 Online*	26/4/22	Show Racism the Red Card
14 online	28/4/22 9am – 11am	Assignment support
15 online	28/4/22 11am – 1pm	Assignment drop-in

Fideo/Video



Fidio / Video



Perspe
Sociolo



Addysg yng Nghymru:
Cenhadaeth ein cenedl

Education in Wales: Our
national mission



What are the
Challenges for
Education in
Wales?



Beth yw'r heriau
ar gyfer Addysg
yng Nghymru?



Kirsty Williams CBE
Minister for Education in the
Welsh Government from
2016 to 2021

The children and young people of today are entering a **fast-changing world** that is **increasingly competitive, globally connected and technologically advanced**. Schools are having to prepare our young people for **jobs that have not yet been created** and **challenges that we are yet to encounter**. This will require a renewed commitment to improving both the **skills and knowledge** of our young people, as we raise standards in our **transformational curriculum**. Education has never been more important.
Education reform is our national mission.

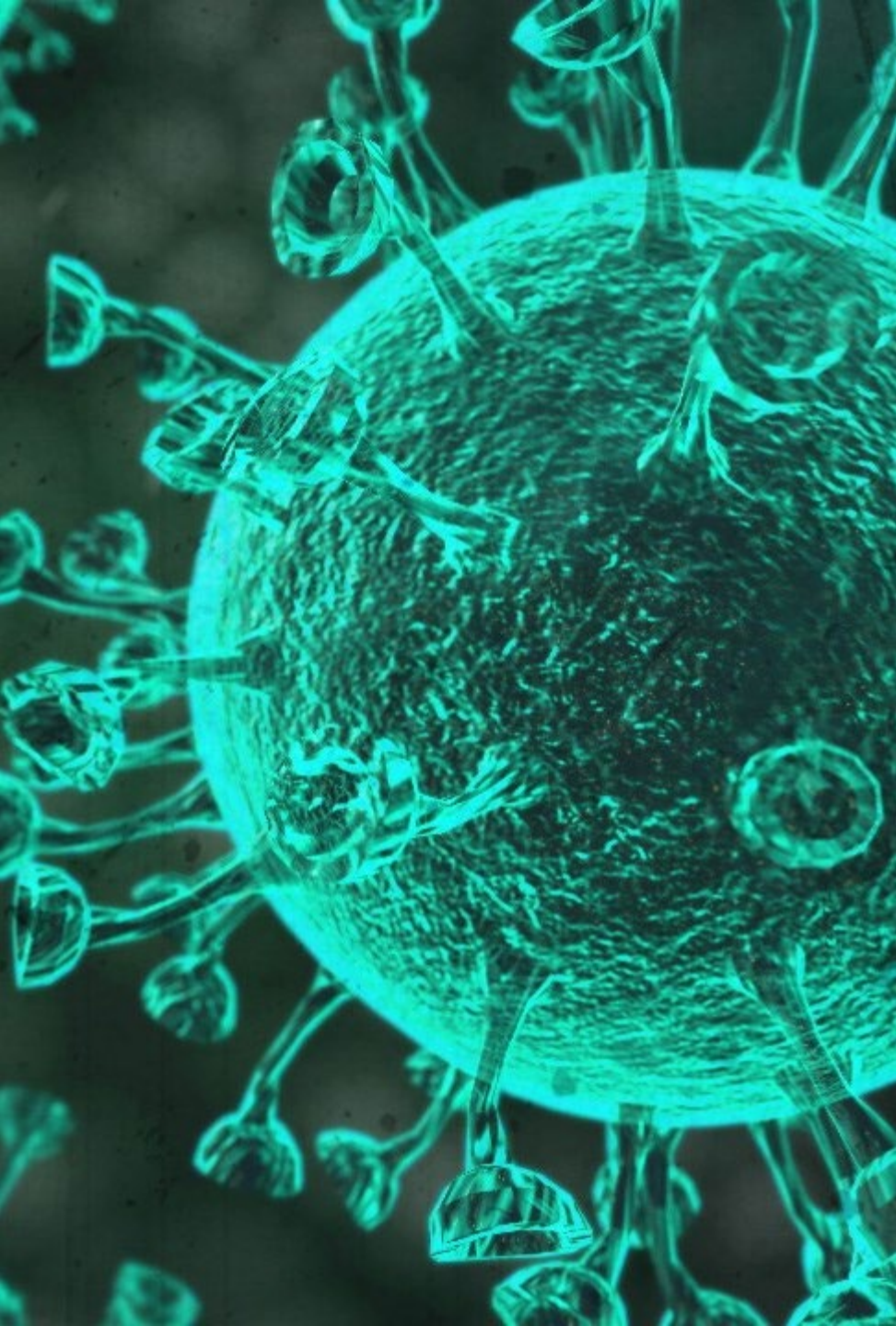


Kirsty Williams CBE
Minister for Education in the
Welsh Government from
2016 to 2021.

Mae plant a phobl ifanc heddiw yn ymuno â **byd sy'n newid yn gyflym** ac sy'n **gynyddol gystadleuol, yn gysylltiedig yn fyd-eang ac yn ddatblygedig o ran technoleg**. Rhaid i ysgolion baratoi ein pobl ifanc ar gyfer **swyddi nad ydynt wedi cael eu creu eto a heriau nad ydym yn eu hwynebu eto**. Bydd hyn yn gofyn am ymrwymiad newydd i wella **sgiliau a gwybodaeth** ein pobl ifanc, wrth inni godi safonau yn ein **cwricwlwm gweddnewidiol**. Mae addysg yn bwysicach nag erioed. **Diwygio addysg yw cenhadaeth ein cenedl.**

A man with a beard and short hair, wearing a dark suit, white shirt, and red tie, is sitting at a wooden desk. He is looking directly at the camera with a slight smile. On the desk in front of him is a green pen holder with a few pens. The background is a classroom setting with colorful decorations and a bulletin board.

Education Minister Jeremy Miles
<https://youtu.be/281dw8GSDd0?t=525>



Addysgu yn ystod (ac ar ôl) pandemig

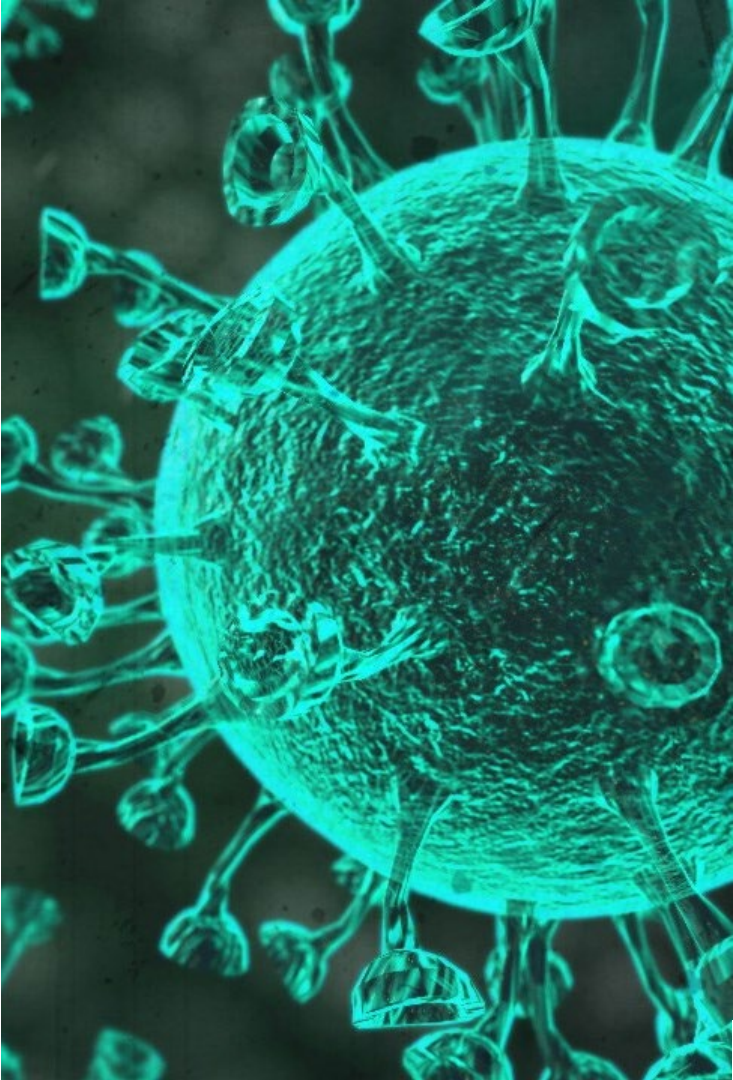
Teaching during (and after) a pandemic

Ystyriaethau:

- Effaith ar ddysgu ac addysgu
- Effaith ar yr amgylchedd dysgu
- Effaith ar y gymuned ehangach

Considerations:

- Impact on teaching and learning
- Impact on the learning environment
- Impact on the wider community



Addysgu yn ystod (ac ar ôl) pandemig Teaching during (and after) a pandemic

[COVID-19 | BERA](#)



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BERA Blog

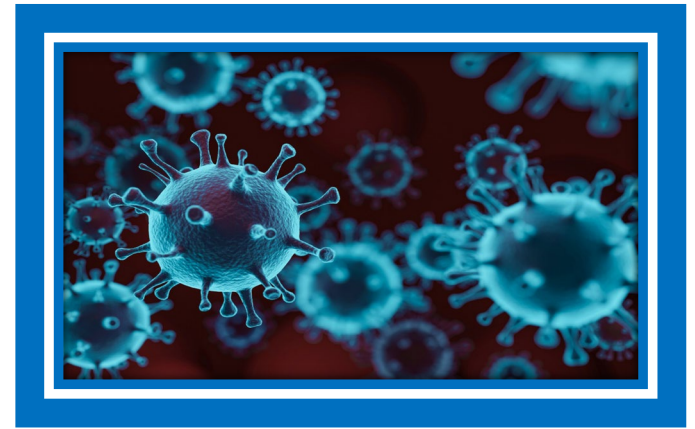
[All Blog Series](#)

[About the blog](#)

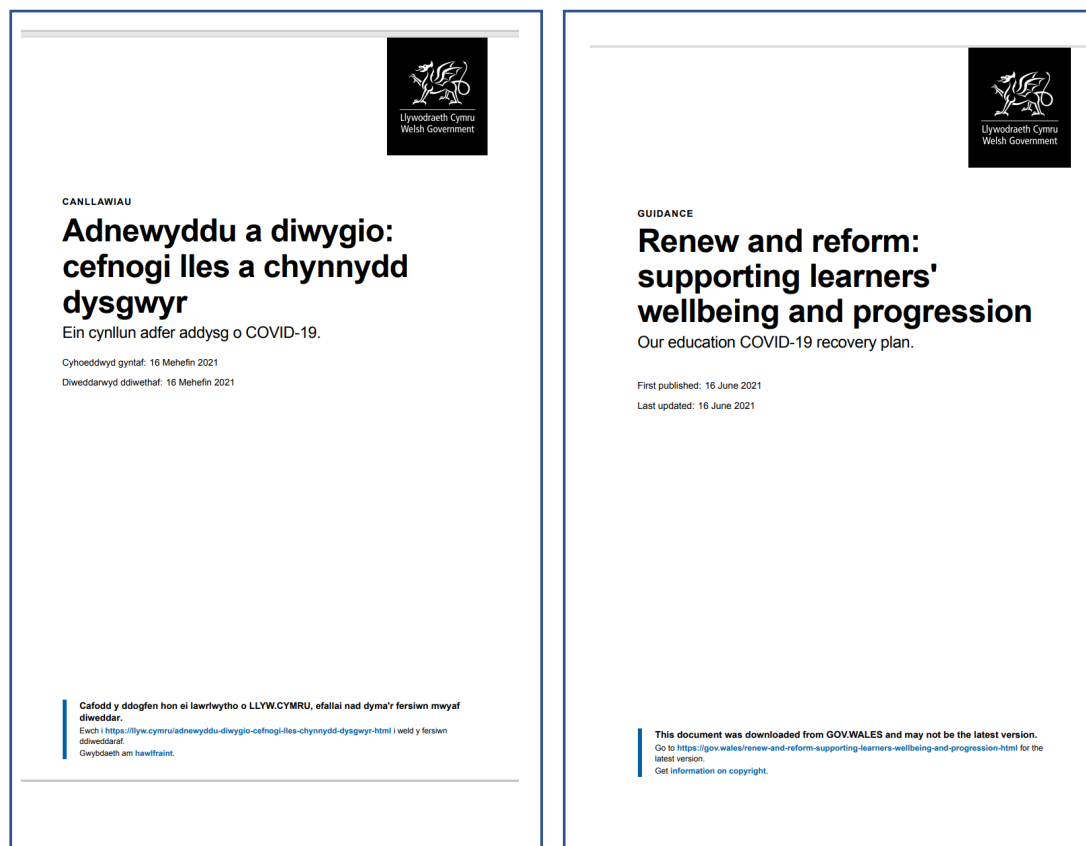
[Submission policy](#)

Effaith ar ddysgu ac addysgu

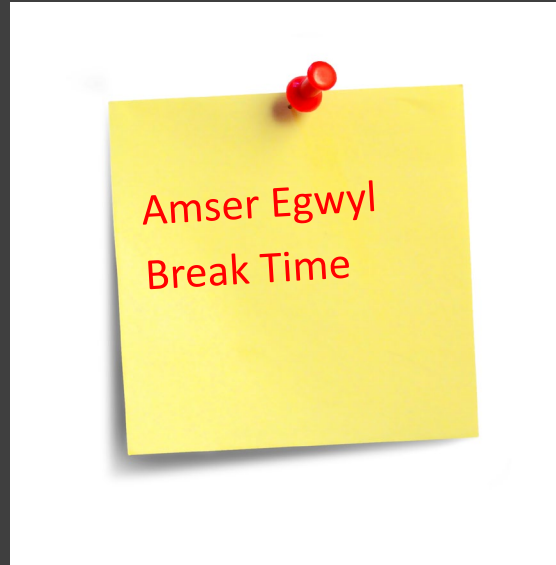
Impact on teaching and learning



- **Colled mewn dysgu**
- **Learning Loss**
- Achievement (knowledge, skills and understanding) significantly slowing or declining over a break from school.
- **Bwlch cyrhaeddiad**
- **Attainment Gap**
- Many children and young people living in our most deprived communities do significantly worse at all levels of the education system than those from our least deprived communities.



[Renew and reform: supporting learners' wellbeing and progression \[HTML\] | GOV.WALES](#)





Aseiniad: rhan A/ Assignment: part A

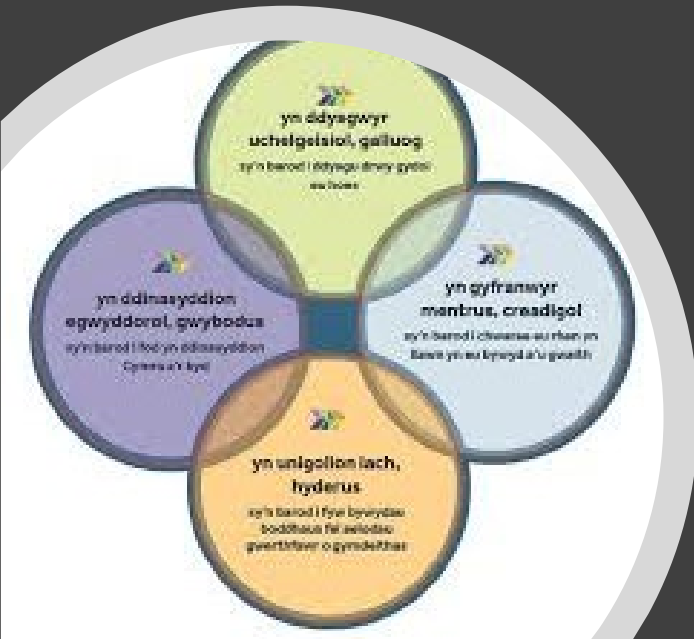
Teitl/Title

Deall sut mae'r **dysgwr**, yr **ysgol** a'r **gymuned leol** yn gweithio gyda'i gilydd i gyflwyno **un** o bedwar diben y cwricwlwm newydd: cyflwyniad fideo sy'n archwilio'r broses hon yn feirniadol.



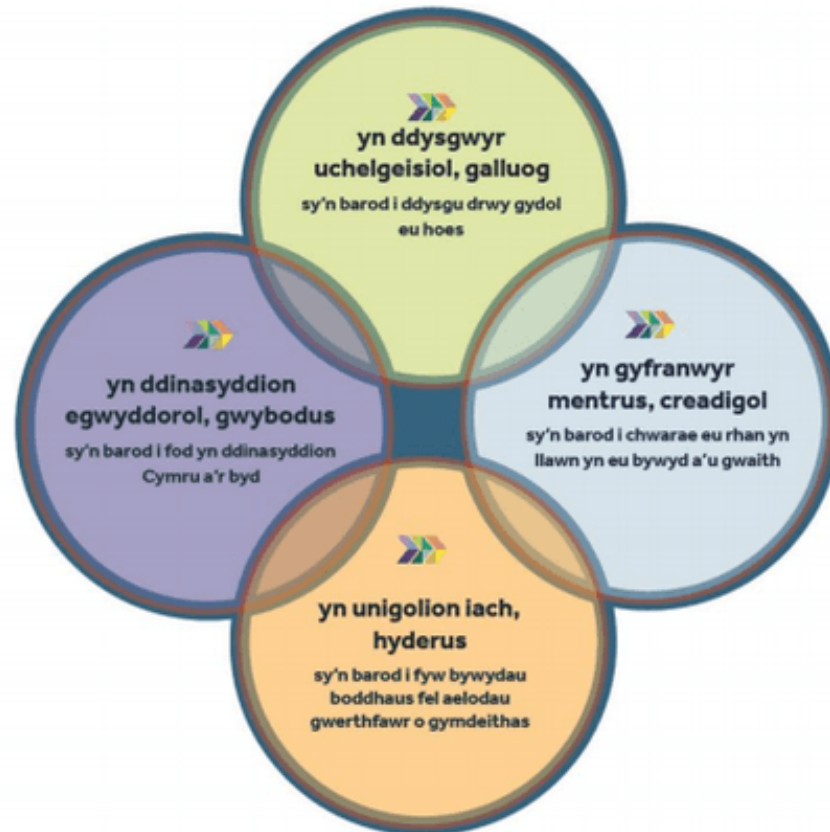
Understanding how the **learner**, the **school** and the **local community** work together to deliver **one** of the four purposes of the new curriculum: a video presentation that **critically examines** this process.

- (10 munud/10 minutes)

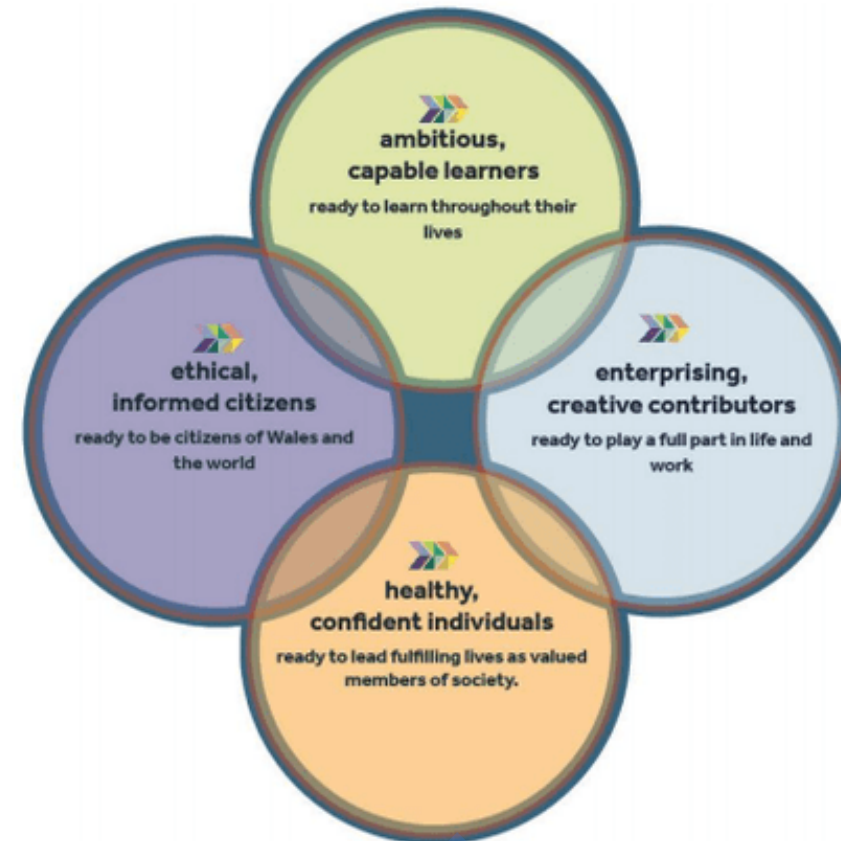


Dibenion y cwricwlwm *Purposes of the curriculum*

Dibenion y cwricwlwm yng Nghymru yw ceisio sicrhau bod plant a phobl ifanc yn datblygu i fod:



The purposes of the curriculum in Wales should be that children and young people develop as:



Pedwar diben y cwricwlwm i Gymru

The four purposes of the curriculum for Wales

four purposes / pedwar dibyn



Llywodraeth Cymru
Welsh Government

www.llyw.cymru
www.gov.wales

yn ddysgwyr uchelgeisiol, galluog sydd:

- > yn gosod safonau uchel iddyn nhw eu hunain ac yn chwilio am heriau ac yn eu mwynhau
- > yn datblygu corff o wybodaeth ac sydd â'r sgiliau sydd eu hangen i gysylltu'r wybodaeth honno a'i chymhwyso at wahanol gyd-destunau
- > yn ymholgar ac yn mwynhau datrys problemau
- > yn gallu cyfathrebu'n effeithiol mewn gwahanol ffurfiau a lleoliadau, drwy'r Gymraeg a'r Saesneg
- > yn gallu egluro'r syniadau a chysyniadau y maent yn dysgu amdanynt
- > yn gallu defnyddio rhif yn effeithiol mewn gwahanol gyd-destunau
- > yn deall sut i ddehongli data a chymhwyso cysyniadau mathemategol
- > yn defnyddio technolegau digidol yn greadigol i gyfathrebu a dod o hyd i wybodaeth a'i dadansoddi
- > yn ymchwilio ac yn gwerthuso eu canfyddiadau'n feiriadol ac yn barod i ddysgu drwy gydol eu hoes.

yn unigolion iach, hyderus sydd:

- > â gwerthoedd sicr ac sy'n sefydlu eu credoau ysbrydol a moesegol
- > yn meithrin eu lles meddyliol ac emosiynol drwy ddatblygu hyder, cadernid ac empathi
- > yn cymhwyso gwybodaeth am effaith deiet ac ymarfer ar iechyd corfforol a meddyliol yn eu bywyd pob dydd
- > yn gwybod sut i ddod o hyd i'r wybodaeth a'r cymorth sydd eu hangen i gadw'n ddiogel ac iach
- > yn cymryd rhan mewn gweithgarwch corfforol
- > yn gwneud penderfyniadau pwyllog ynghylch eu ffordd o fyw ac yn rheoli risg
- > â'r hyder sydd ei angen i gymryd rhan mewn perfformiadau
- > yn ffurfio perthnasoedd cadarnhaol wedi'u seilio ar ymddiriedaeth a pharch at ei gilydd
- > yn wynebu heriau ac yn eu trechu
- > â'r sgiliau a'r wybodaeth sydd eu hangen i ddelfio a'u bywyd pob dydd mor annibynnol ag y gallant ac yn barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas.

Bydd ein holl blant a phobl ifanc...

yn gyfranwyr mentrus, creadigol sydd:

- > yn cysylltu ac yn cymhwyso eu gwybodaeth a'u sgiliau i greu syniadau a chynhyrchion
- > yn meddwl yn greadigol er mwyn ail-lunio a datrys problemau
- > yn adnabod cyfleoedd ac yn manteisio arnynt
- > yn mentro'n bwyllog
- > yn arwain ac yn chwarae rolau gwahanol mewn timau'n effeithiol ac yn gyfrifol
- > yn mynegi syniadau ac emosiynau drwy wahanol gyfryngau
- > yn rhoi o'u hegni a'u sgiliau fel y bydd pobl eraill yn elwa ac yn barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith.

yn ddinasyddion egwyddorol, gwybodus sydd:

- > yn canfod, yn gwerthuso ac yn defnyddio tystiolaeth wrth ffurfio barn
- > yn trafod materion cyfoes ar sail eu gwybodaeth a'u gwerthoedd
- > yn deall ac yn arfer eu cyfrifoldebau a'u hawliau dynol a democrataidd
- > yn deall ac yn ystyried effaith eu gweithredoedd wrth ddewis a gweithredu
- > yn wybodus am eu diwylliant, eu cymuned, eu cymdeithas a'r byd yn awr ac yn y gorffennol
- > yn parhau anghenion a hawliau pobl eraill, fel aelod o gymdeithas amrywiol
- > yn dangos eu hymrwymiad i sicrhau cynaliadwyedd y blaned
- ac yn barod i fod yn ddinasyddion i Gymru a'r byd.

ambitious, capable learners who:

- > set themselves high standards and seek and enjoy challenge
- > are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- > are questioning and enjoy solving problems
- > can communicate effectively in different forms and settings, using both Welsh and English
- > can explain the ideas and concepts they are learning about
- > can use number effectively in different contexts
- > understand how to interpret data and apply mathematical concepts
- > use digital technologies creatively to communicate, find and analyse information
- > undertake research and evaluate critically what they find and are ready to learn throughout their lives.

healthy, confident individuals who:

- > have secure values and are establishing their spiritual and ethical beliefs
- > are building their mental and emotional well-being by developing confidence, resilience and empathy
- > apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- > know how to find the information and support to keep safe and well
- > take part in physical activity
- > take measured decisions about lifestyle and manage risk
- > have the confidence to participate in performance
- > form positive relationships based upon trust and mutual respect
- > face and overcome challenge
- > have the skills and knowledge to manage everyday life as independently as they can
- and are ready to lead fulfilling lives as valued members of society.

All our children and young people will be...

enterprising, creative contributors who:

- > connect and apply their knowledge and skills to create ideas and products
- > think creatively to reframe and solve problems
- > identify and grasp opportunities
- > take measured risks
- > lead and play different roles in teams effectively and responsibly
- > express ideas and emotions through different media
- > give of their energy and skills so that other people will benefit
- and are ready to play a full part in life and work.

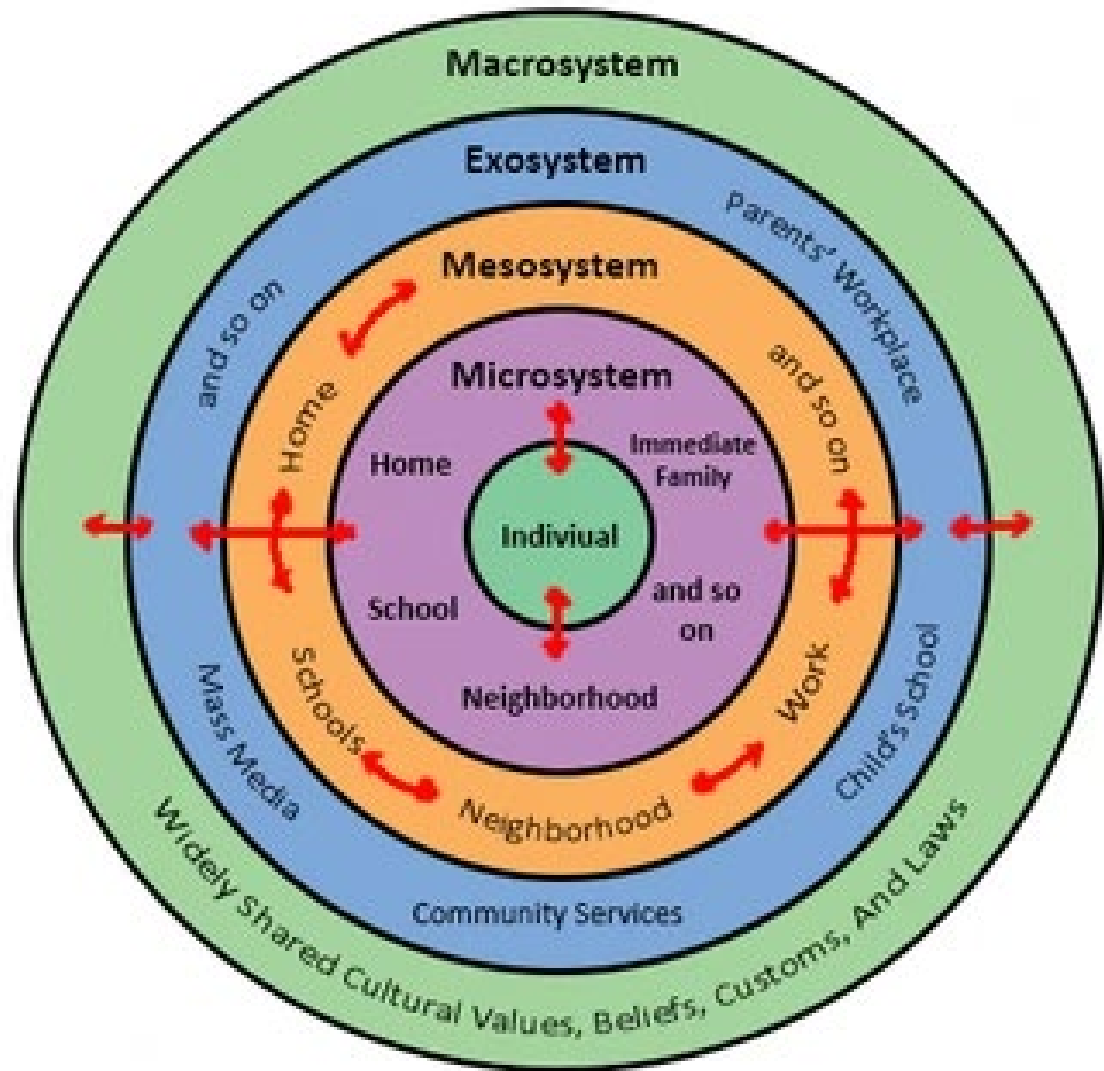
ethical, informed citizens who:

- > find, evaluate and use evidence in forming views
- > engage with contemporary issues based upon their knowledge and values
- > understand and exercise their human and democratic responsibilities and rights
- > understand and consider the impact of their actions when making choices and acting
- > are knowledgeable about their culture, community, society and the world, now and in the past
- > respect the needs and rights of others, as a member of a diverse society
- > show their commitment to the sustainability of the planet
- and are ready to be citizens of Wales and the world.

Pa ffactorau
allanol sy'n gallu
dylanwadu ar
addysg plentyn
neu berson ifanc?

What external
factors exist that
could shape a child
or young person
and their
education?

Urie Bronfenbrenner - Damcaniaeth Systemau Ecolegol am Ddatblygiad /
Ecological Systems Theory of Development.

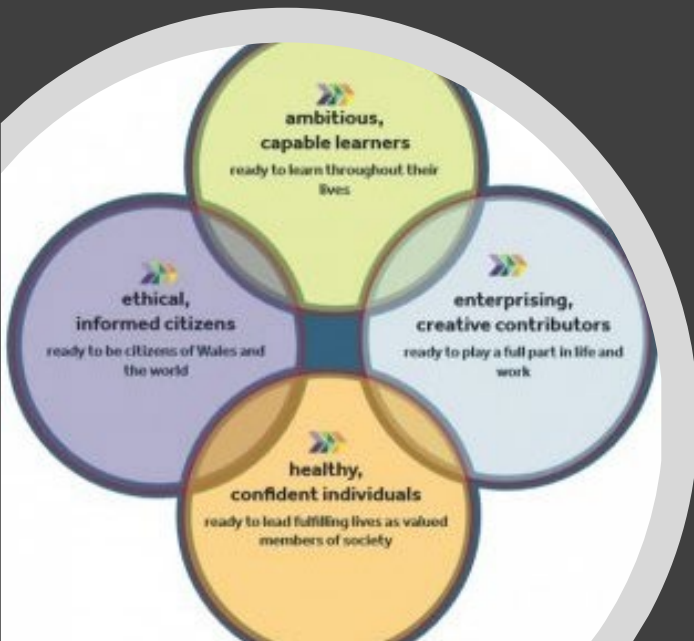




Dylai'r fideo fod yn seiliedig ar ddarllen academiaidd, damcaniaethau ac ymchwil ac wedi'i anelu at gynulleidfa addysgu broffesiynol.



The video should be informed by academic reading, theories and research and aimed at a professional teaching audience.



Aseiniad: elfen 1

Assignment: component 1



Context:	Strategy:	Reasons/Driver:	Strategy aims:	Strategy Actions:
How is the strategy evaluated?	Strategy Outcomes:	Suggestions for further development:	Links to 4 Purposes:	Community Links:



Gwybodaeth Asesu / Assessment Information



Demo page for copying

Hidden from students



Rhan A Fideo/Part A Video - Assignment support



Rhan B Adroddiad/Part B Report - Assignment support



Creating a video from PowerPoint



Creu fideo o PowerPoint



Rhestr gyfeirio Templod Rhan A/ Reference List Template Part A



Assessment Specification Part A: Video



Assessment Specification Part B: Report



Manyleb Asesu Rhan A: Fideo



Manyleb Asesu Rhan B: Adroddiad



FAQs

Module Search

Go

Online Reading Lists

No lists currently available for this module

Microsoft

Jessica you are currently **connected** to Microsoft 365



My Delve



My Email



My Forms



My OneNote Notebook



My OneDrive



Microsoft Stream



Microsoft Teams



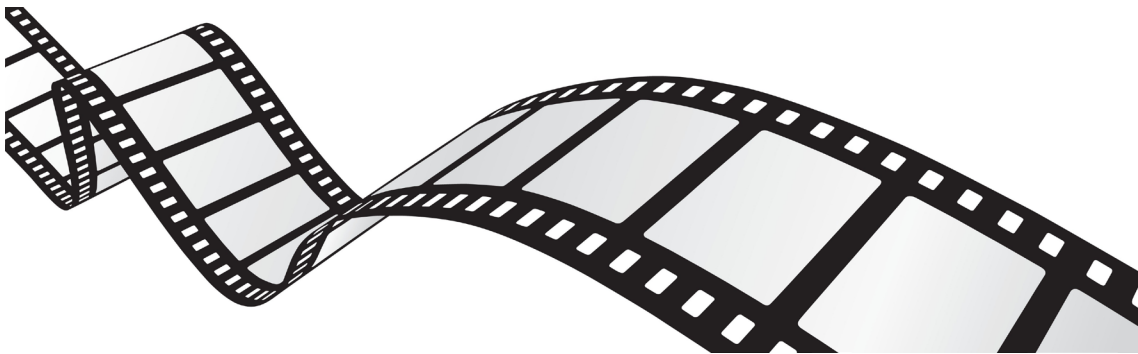
My Sways



Edit settings



Assessment Specifications Level 6 Part A Video



Possible structure (Timings are suggested; they are not compulsory)

Introduction (1 minute)

- Brief outline of the context of the school;
- Mention the four purposes of the curriculum;
- Tell the viewer which one you are going to focus on which provides a good link into the next section.

Working together (5 minutes)

This is the main body of your presentation. You might want to break it down into:

- What is the School's focus?
Brief outline;
- How did they identify the need to work together on this particular purpose? / What evidence base did they use?
Synthesise the evidence that the school may have shared with you / It may be appropriate to do your own analysis;
- What are they doing?
Explain and link to theory / policy;
- Why did they decided on these particular actions? / Evidence base?
Provide the rationale based on evidence, theories and policies.

How it is going (3 minutes)

- What is going well? Evidence? Why?
Analyse / Critically review / Evaluate;
- What could be improved? How?
Make practical suggestions based on a synthesis of your knowledge and research.

Conclusion (1 minutes)

- Summary;
- What you have learnt from this work *Demonstrate your practical knowledge / Make suggestions / Give insights into alternative practice / Give solutions to possible problems;*
- How it will impact on your future practice.

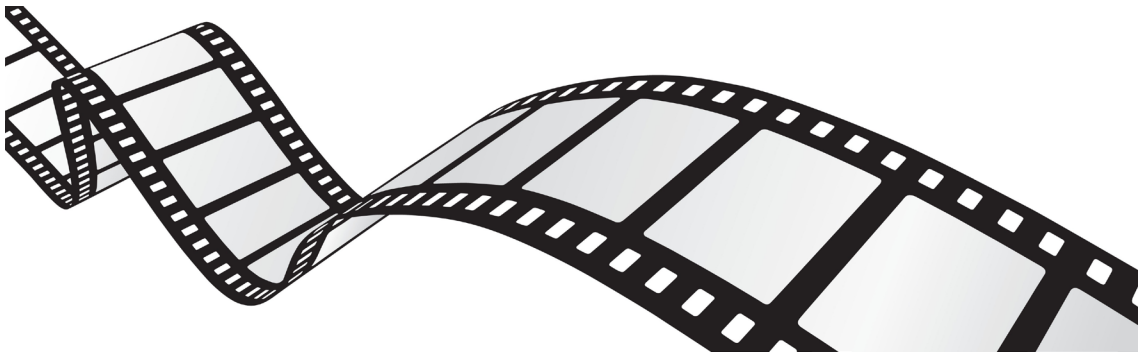
As this is a spoken presentation, you are going to have to weave your knowledge of relevant literature into your talk so there is no need to provide a "Literature Review" as such. However, you may prefer to adapt the outline given to provide one. When you do use a reference in your presentation, you should refer to it simply by name and date, not page numbers are required, e.g., Donaldson (2015).

MANYLEB

ASESU LEFEL 6

Rhan A

Fideo



Strwythur posibl (Awgrym yw'r amseriadau; nid ydynt yn orfodol)

Rhagarweiniad (1 munud)

- Amlinelliad byr o gyd-destun yr ysgol;
- Soniwch am bedwar diben y cwricwlwm;
- Dywedwch wrth y gwylwr pa un rydych chi'n mynd i ganolbwyntio arno, sy'n darparu dolen dda i'r adran nesaf.

Gweithio gyda'i gilydd (5 munud)

Dyma brif gorff eich cyflwyniad. Efallai y byddwch yn dymuno ei rannu'n elfennau llai:

- Beth yw ffocws yr Ysgol?
Amlinelliad byr;
- Sut wnaethon nhw ddynodi'r angen i weithio gyda'i gilydd ar y diben arbennig hwn? / Pa sylfaen dystiolaeth wnaethon nhw ei defnyddio?
Cyfosodwch y dystiolaeth y gallai'r ysgol fod wedi'i rhannu â chi / Gallai fod yn briodol gwneud eich dadansoddiad eich hun;
- Beth maen nhw'n ei wneud?
Eglurwch a chysylltu â theori / polisi;
- Pam wnaethon nhw benderfynu ar y camau gweithredu penodol hyn? / Sylfaen dystiolaeth?
Nodwch y rhesymwaith yn seiliedig ar dystiolaeth, theorïau a pholisïau.

Sut mae'n mynd (3 munud)

- Beth sy'n mynd yn dda? Tystiolaeth? Pam?
Dadansoddwch / Adolygwch yn feiriadol / Gwerthuswch;
- Beth allai gael ei wella? Sut?
Gwnewch awgrymiadau ymarferol yn seiliedig ar synthesis o'ch gwybodaeth a'ch ymchwil.

Casgliad (1 funud)

- Crynodeb;
- Beth ydych chi wedi'i ddysgu o'r gwaith hwn. *Dangoswch eich gwybodaeth ymarferol / Gwnewch awgrymiadau / Rhwch fewnwelediad i arferion gwahanol / Rhwch ddatrysiadau i broblemau posibl;*
- Sut bydd yn effeithio ar eich arfer yn y dyfodol.

Gan mai cyflwyniad ar lafar yw hwn, bydd angen i chi blethu eich gwybodaeth am lenyddiaeth berthnasol i mewn i'ch sgwrs felly does dim angen darparu "Adolygiad Llenyddiaeth" fel y cyfryw. Fodd bynnag, efallai y bydd yn well gennych addasu'r amlinelliad a roddwyd i ddarparu un.

Pan fyddwch yn defnyddio cyfeiriad yn eich cyflwyniad, dylech gyfeirio ato'n syml wrth ei enw a'r dyddiad, does dim angen rhifau tudalen, e.e. Donaldson (2015).



Gwybodaeth Asesu / Assessment Information



Demo page for copying

Hidden from students



Rhan A Fideo/Part A Video - Assignment support



Rhan B Adroddiad/Part B Report - Assignment support



Creating a video from PowerPoint



Creu fideo o PowerPoint



Rhestr gyfeirio Ttempl Rhan A/ Reference List Template Part A



Assessment Specification Part A: Video



Assessment Specification Part B: Report



Manyleb Asesu Rhan A: Fideo



Manyleb Asesu Rhan B: Adroddiad



FAQs

Module Search

Go

Online Reading Lists

No lists currently available for this module

Microsoft

Jessica you are currently **connected** to Microsoft 365



My Delve



My Email



My Forms



My OneNote Notebook



My OneDrive



Microsoft Stream



Microsoft Teams



My Sways



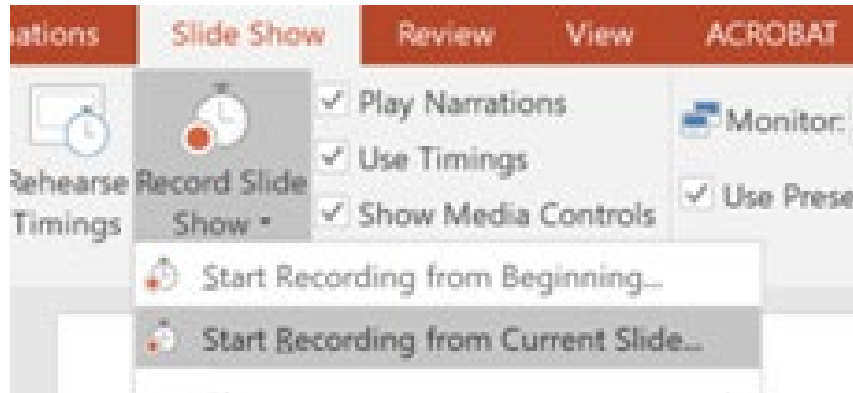
Edit settings



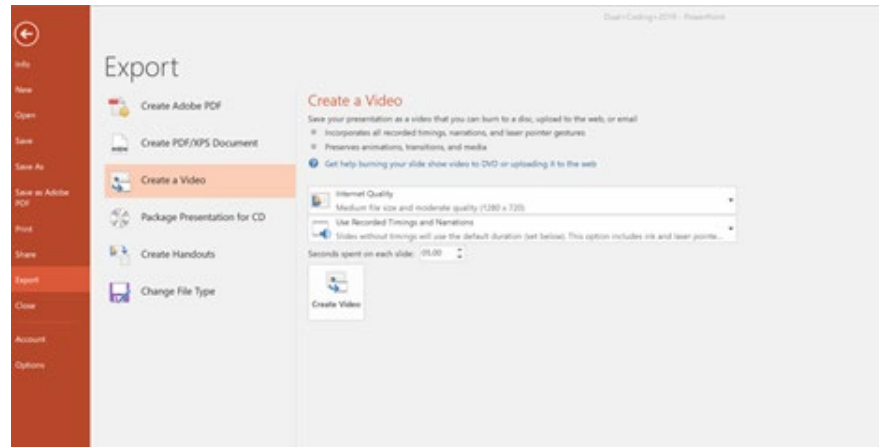
Sut ydw i'n creu fideo?! How do I make a video?!

Hawdd!

- **Crewch PowerPoint a sgript i fynd gyda fe.**
- **Recordiwch eich sgript i'r PowerPoint.**



- **'Export' y fideo!**



Easy!

- **Create a Powerpoint and a script to go with it**
- **Record the narration into Powerpoint**

- **Export the video!**

Cyfarwyddiadau llawn ar Moodle

Full instructions on Moodle



Gwybodaeth Asesu / Assessment Information



Demo page for copying



Rhan A Fideo/Part A Video - Assignment support



Rhan B Adroddiad/Part B Report - Assignment support



Creating a video from PowerPoint



Creu fideo o PowerPoint



Rhestr gyfeirio Templod Rhan A/ Reference List Template Part A



Assessment Specification Part A: Video



Assessment Specification Part B: Report



Manyleb Asesu Rhan A: Fideo



Manyleb Asesu Rhan B: Adroddiad



FAQs

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No lists currently available for this module

Microsoft

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My Delve



My Email



My Forms



My OneNote Notebook



My OneDrive



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Microsoft Teams



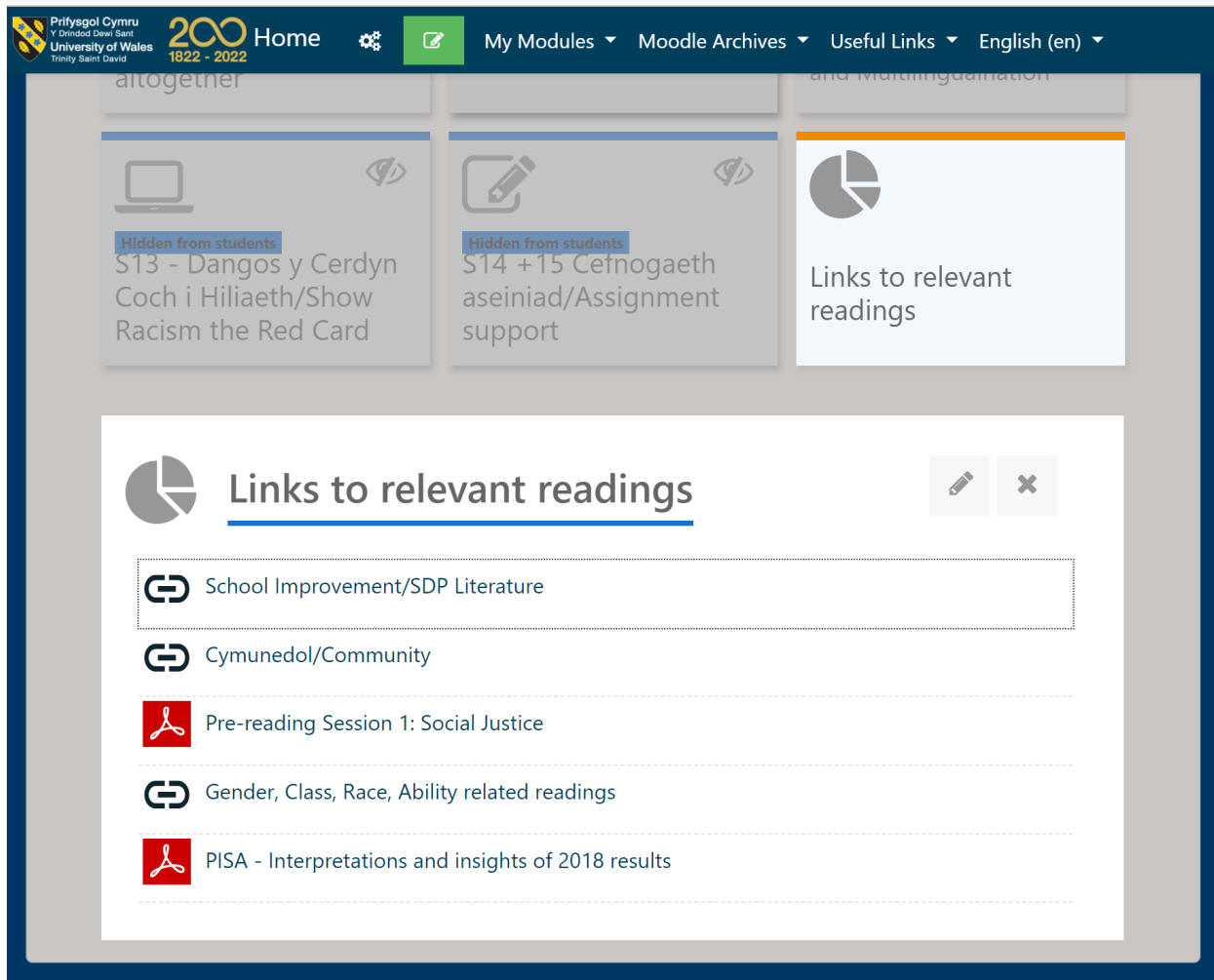
My Sways



Edit settings



Amser Darllen/Reading Time - PADLETS



The screenshot displays a Moodle LMS interface for Prifysgol Cymru (University of Wales). The top navigation bar includes the university logo, the text '200 Home 1822 - 2022', and links for 'My Modules', 'Moodle Archives', 'Useful Links', and 'English (en)'. Below the navigation bar, there are three main sections:

- Hidden from students** (with a laptop icon): S13 - Dangos y Cerdyn Coch i Hiliaeth/Show Racism the Red Card
- Hidden from students** (with a pencil icon): S14 + 15 Cefnogaeth aseiniad/Assignment support
- Links to relevant readings** (with a pie chart icon)

The 'Links to relevant readings' section is expanded, showing a list of links:

-  School Improvement/SDP Literature
-  Cymunedol/Community
-  Pre-reading Session 1: Social Justice
-  Gender, Class, Race, Ability related readings
-  PISA - Interpretations and insights of 2018 results

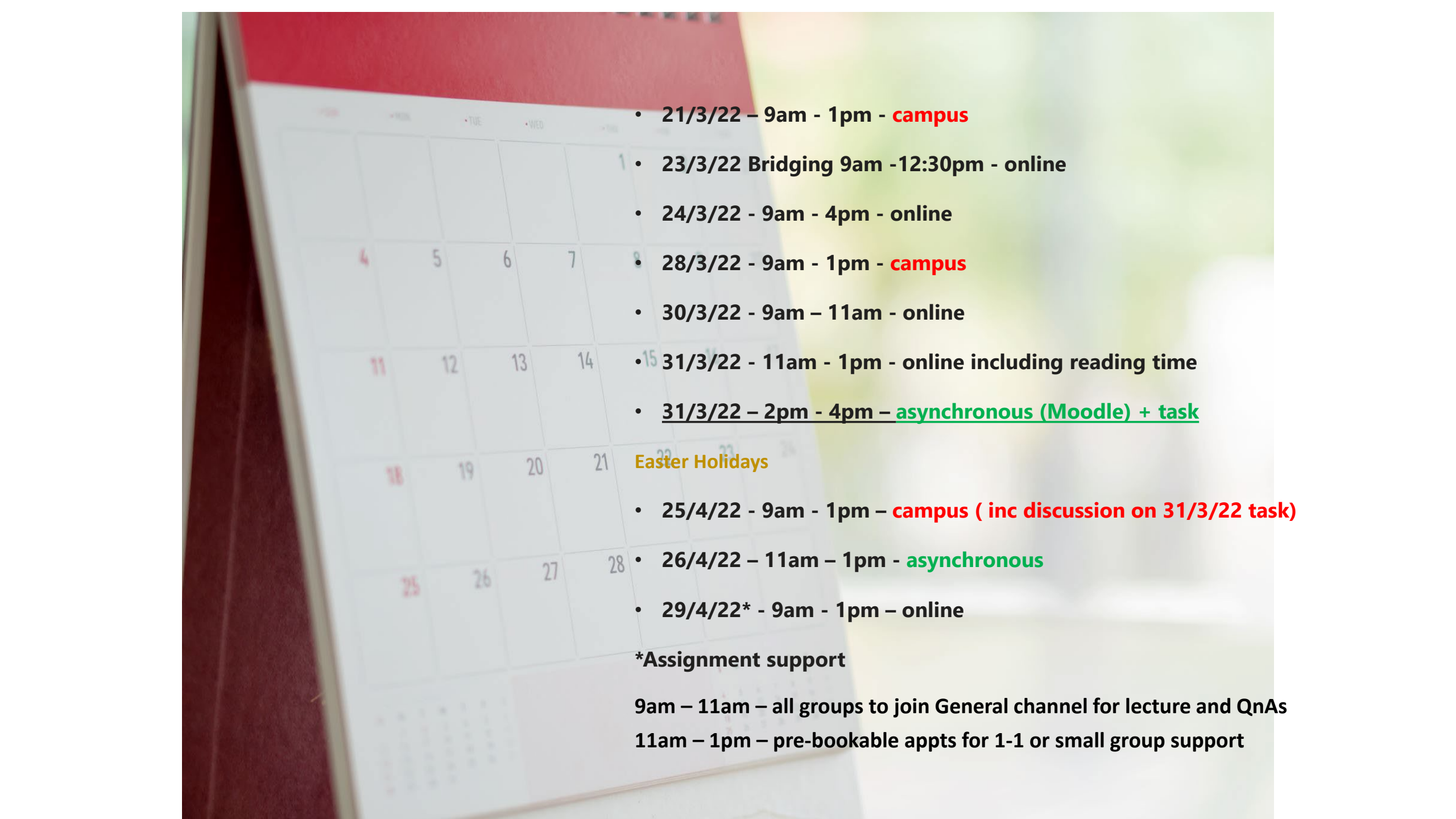


- 
- A background image showing a calendar with dates from March to April 2022. The calendar is partially visible, with dates like 4, 5, 6, 7, 11, 12, 13, 14, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, and 31 visible. The calendar is placed over a blurred image of a person, likely a student, sitting at a desk.
- 21/3/22 – 9am – 1pm - **campws**
 - 23/3/22 – Pontio 9am -12:30pm - arlein
 - 24/3/22 - 9am - 4pm - arlein
 - 28/3/22 - 9am - 1pm - **campws**
 - 30/3/22 - 9am – 11am - arlein
 - 31/3/22 - 11am - 1pm - arlein + amser darllen
 - 31/3/22 – 2pm – 4pm- asynchronous (Moodle) + tasg
 - 25/4/22 - 9am - 1pm – **campws – (gan gynnwys trafodaeth ar dasg 31/3/22)**
 - 26/4/22 - 11am - 1pm – **asynchronous**
 - 29/4/22* – 9am – 1pm – arlein

***Cymorth gyda'r aseiniada**

9am – 11am – all groups to join General channel for lecture and QnAs

11am – 1pm – pre-bookable appts for 1-1 or small group support

The background of the slide features a calendar on the left side, showing dates from March to April. The calendar is partially obscured by the text. On the right side, there is a blurred image of a person, likely a student or staff member, looking down. The overall color scheme is soft and academic.

- 21/3/22 – 9am - 1pm - **campus**

- 23/3/22 Bridging 9am -12:30pm - online

- 24/3/22 - 9am - 4pm - online

- 28/3/22 - 9am - 1pm - **campus**

- 30/3/22 - 9am – 11am - online

- 31/3/22 - 11am - 1pm - online including reading time

- 31/3/22 – 2pm - 4pm – asynchronous (Moodle) + task

Easter Holidays

- 25/4/22 - 9am - 1pm – **campus (inc discussion on 31/3/22 task)**

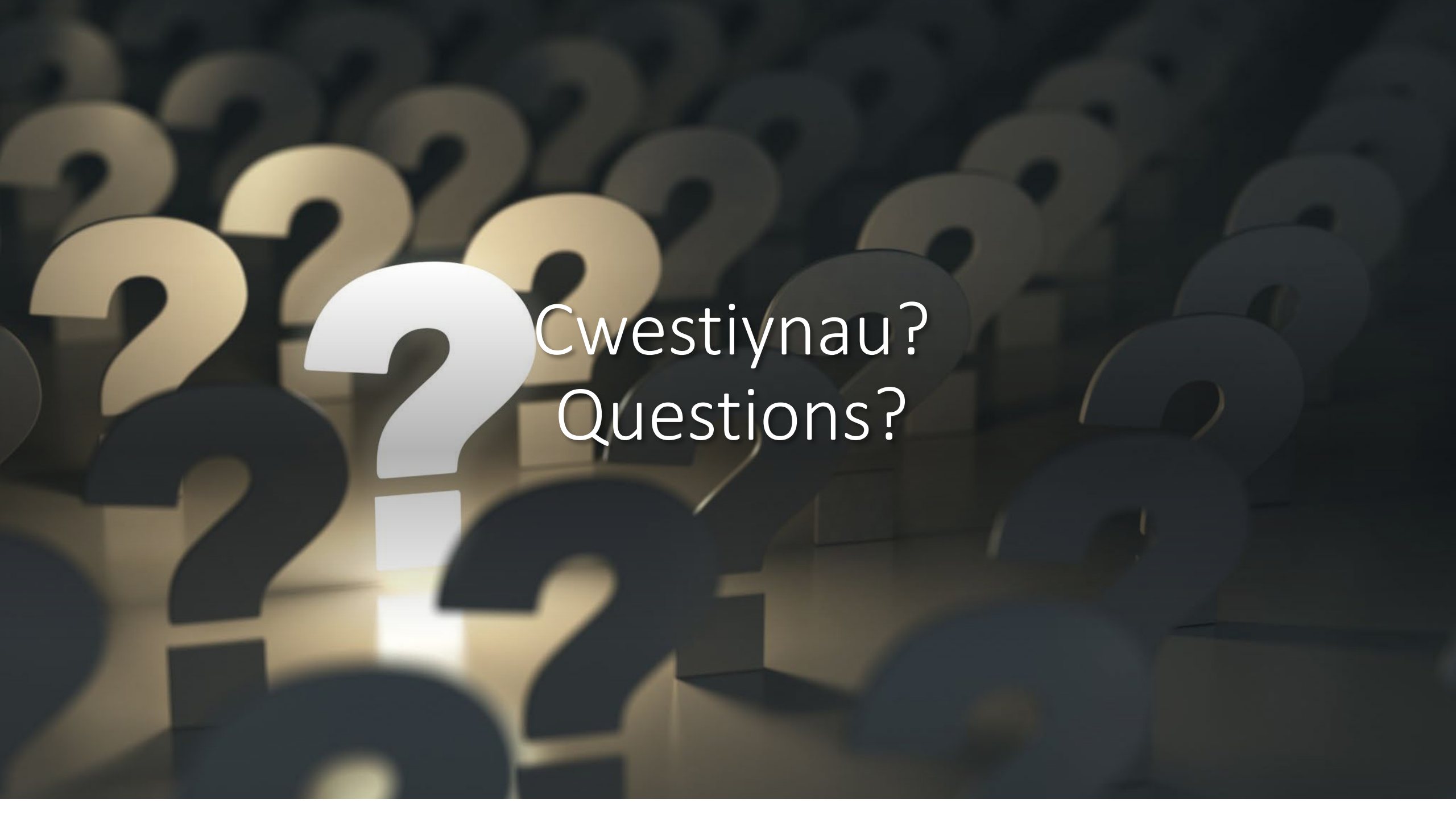
- 26/4/22 – 11am – 1pm - **asynchronous**

- 29/4/22* - 9am - 1pm – online

***Assignment support**

9am – 11am – all groups to join General channel for lecture and QnAs

11am – 1pm – pre-bookable appts for 1-1 or small group support



Cwestiynau?
Questions?