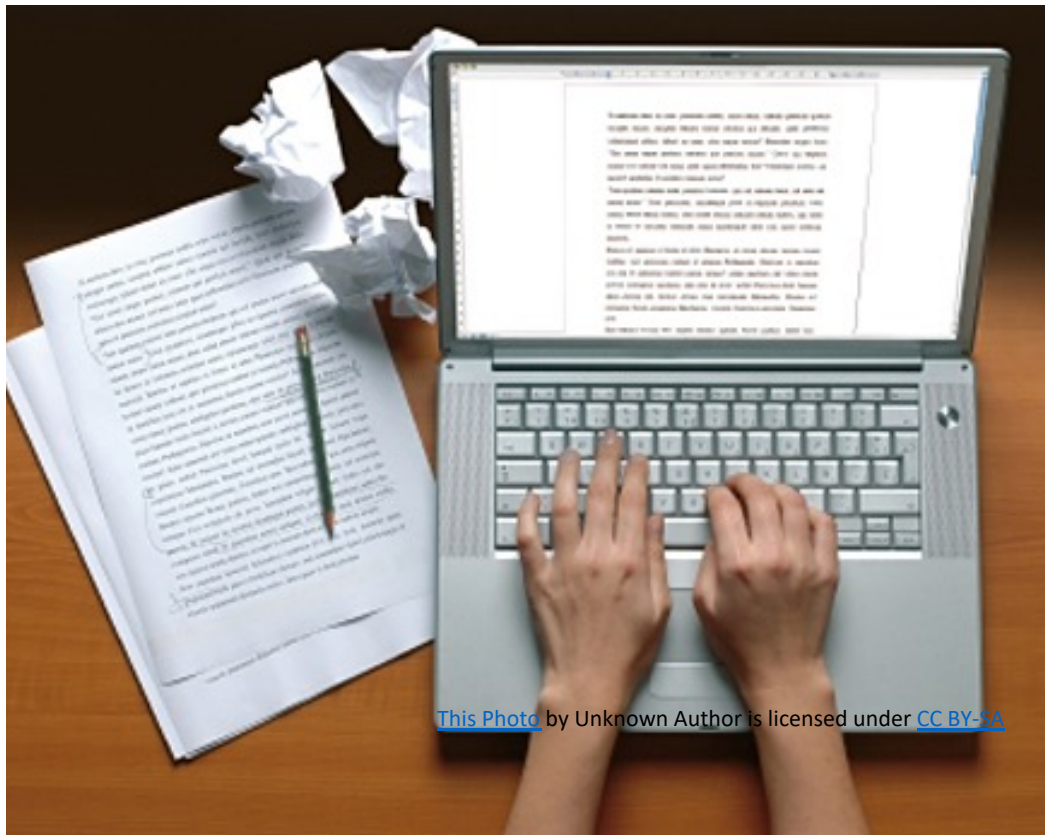


ECAD5010C Ymchwilio i'r Dysgu: beth, sut a pham ydw i'n addysgu?

ECAD5010 Researching the learning: what, how and why am I teaching?



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Sesiwn - Session 2



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Yn y sesiwn yma byddwn yn edrych ar: In this session we will look at:



Beth ydy Adolygiad Llenyddiaeth mewn ymchwil
What is a Literature Review in research



Archwilio testunau ymchwil posibl – Consider possible research topics

Asesu ar gyfer Dysgu (AagD) Assessment for Learning (AfL)



Assessments

Beth ydych chi yn ei wybod am
AagD?

What do **you** know about AfL?





Dylan Wiliam: Formative assessment

87,460 views • 15 Jul 2016

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Education Scotland
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SUBSCRIBE

Watch as Dylan Wiliam reviews the nature of formative assessment and how teachers can use it to gain better insights into student learning and achievement.

<https://www.youtube.com/watch?v=sYdVe5O7KBE>

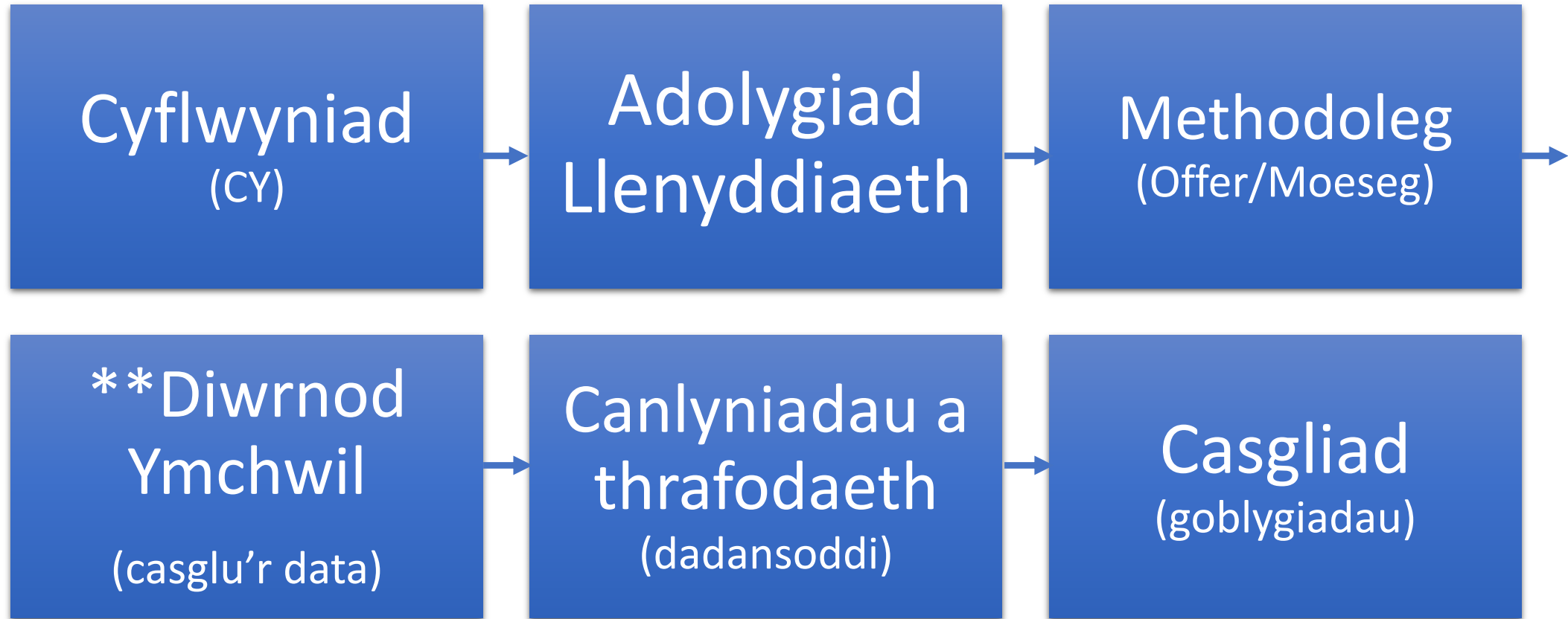


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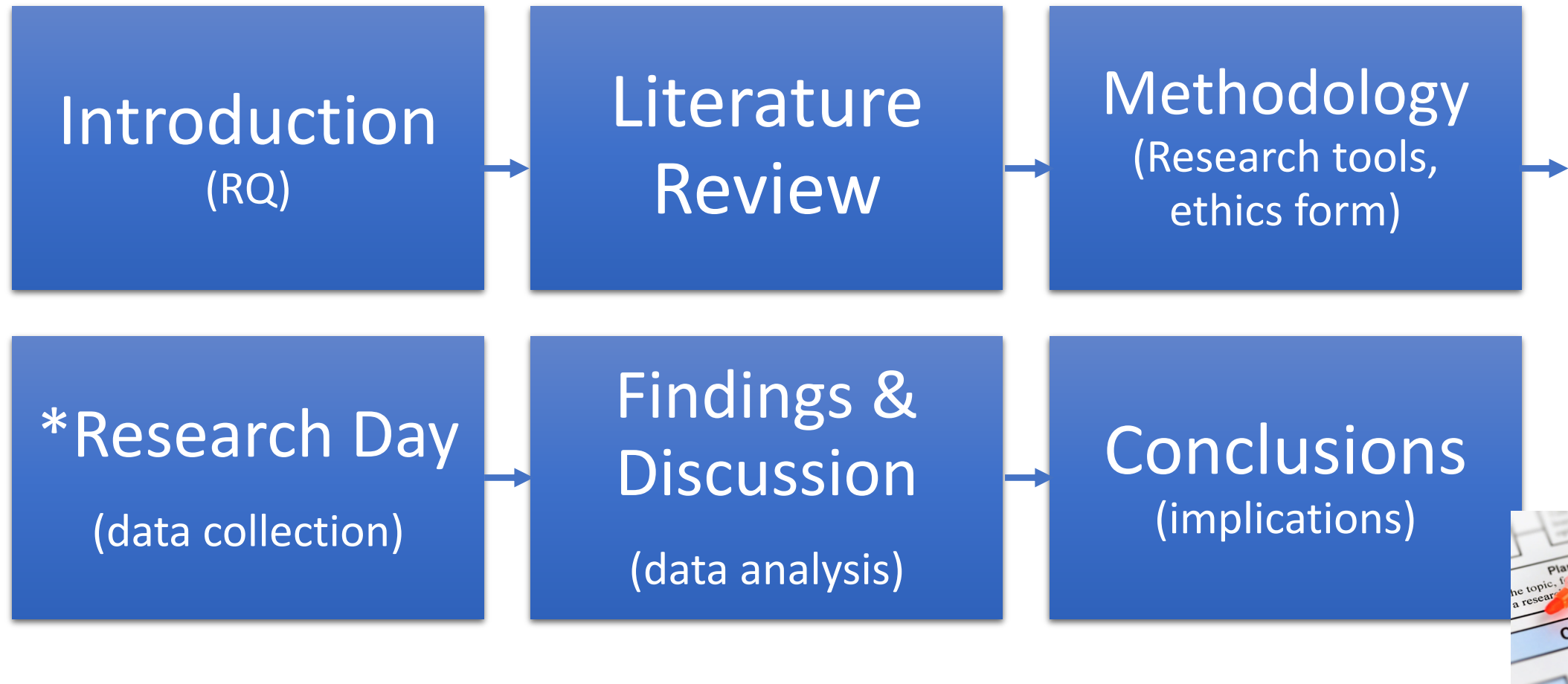
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Dylunio a chynnal astudiaeth ymchwil



Design & Conduct a Small-Scale Research Study...



Adolygiad Llenyddiaeth – Literature Review



What is assessment for learning?

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ARTICLE INFO

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Available online 12 April 2011

Keywords:
Formative assessment
Assessment for learning
Feedback

ABSTRACT

The idea that assessment is intrinsic to effective instruction is traced from early experiments in the individualization of learning through the work of Benjamin Bloom to reviews of the impact of feedback on learners in classrooms. While many of these reviews detailed the adverse impact of assessment on learning, they also indicated that under certain conditions assessment had considerable potential to enhance learning. It is shown that understanding the impact that assessment has on learning requires a broader focus than the feedback intervention itself, particularly the learner's responses to the feedback, and the learning milieu in which the feedback operates. Different definitions of the terms "formative assessment" and "assessment for learning" are discussed, and subsumed within a broad definition that focuses on the extent to which instructional decisions are supported by evidence. The paper concludes by exploring some of the consequences of this definition for classroom practice.

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2. Assessment for learning: origins and antecedents

For many years, it seems that the prevailing view of education was that, provided instruction was of reasonable quality, it need not be adaptive to the needs of learners. It was assumed either that well-designed instruction would be effective for the majority of students for whom it was intended (with others being assigned to remedial activities) or that the causes of any failures to learn lay within the individual learner (the material was just too hard for them, and they should instead pursue other, and generally less academic, avenues). However, in the 1960s, Benjamin Bloom and his graduate students at the University of Chicago began to explore the idea that the normal distribution of student outcomes was not a "natural" outcome, but caused by the failure of the instruction to recognise differences in learners.

The "Individual System" often regarded as the first truly individualized system of instruction (see, for example, Reiser, 1986), was developed by Frederic Burk, from 1912 to 1913, for use in the elementary school associated with the San Francisco Normal State School, an institution providing pre-service education for teachers. One of Burk's colleagues, Mary Ward, had been getting her trainee teachers to develop self-instructional materials and

3. Reviews of research on assessment and classroom learning

Fuchs and Fuchs (1986) conducted a meta-analysis of 21 research reports, which yielded 96 different effect sizes, relating to learners from pre-school to twelfth grade, most of whom had mild or moderate learning disabilities. All of the studies focused on the

4. Definitions of formative assessment and assessment for learning

While the research reviewed above suggests that the use of assessment to inform instruction might have significant impact on learning, different reviews find very different effect sizes for

5. When does assessment support learning?

While the definition proposed by Black and Wiliam above is relatively precise, it is much more a means for determining whether an assessment has, in fact, functioned formatively than it is a prescription for generating assessments that will, or are likely to, function formatively. From the research studied above, two features appear to be particularly important in designing assessment that will support learning. One is that the evidence generated

6. Conclusion

The idea that assessment can support learning is not a new idea. It is inconceivable that those involved in the earliest attempts to communicate ideas, skills, or practices to others did not realize that such attempts could not be guaranteed to be successful, and that effective instruction therefore required evaluation, and adjustment. However, it is only forty years since Benjamin Bloom first suggested that it might be useful or illuminative to examine these processes as assessment. At the time, Bloom indicated that such processes would be more effective if they were separated from the use of assessment to record the achievement of learners, but for the next twenty years, the dominant role of assessment was seen as the recording of student achievement, although there were a

References

- Allal, L., & Lopez, L. M. (2005). Formative assessment of learning: A review of publications in French. In J. Looney (Ed.), *Formative assessment: Improving learning in secondary classrooms* (pp. 241–264). Paris, France: Organisation for Economic Cooperation and Development.
- Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. New York, NY: Holt, Rinehart & Winston.
- Bangert-Drowns, R. L., Kulik, C.-L.C., Kulik, J. A., & Morgan, M. (1991). The instructional effect of feedback in test-like events. *Review of Educational Research*, 61(2), 213–238.
- Bangert-Drowns, R. L., Kulik, J. A., & Kulik, C.-L.C. (1991). Effects of frequent classroom testing. *Journal of Educational Research*, 85(2), 89–99.

LITERATURE REVIEW

Literature Review (short overview of relevant literature)

800

You should demonstrate in this section that you:

- have a good understanding of your research topic
- can place it within an academic context
- can identify important research that has been done that is relevant to it
- are aware of different viewpoints about your topic
- that you are aware of the work of key authors and recent research in your chosen area

** In the Literature Review you will be discussing what has been written about AfL focusing on your chosen AfL element, e.g. a brief definition of assessment; 2 types of assessment; AfL – 4 elements of AfL – and then **in-depth discussion** on your chosen AfL element, e.g. sharing success criteria with learners*



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ADOLYGIAD LLENYDDIAETH

Adolygiad Llenyddiaeth (Trosolwg byr o lenyddiaeth berthnasol) Dylech ddangos yn yr adran hon eich bod: • â dealltwriaeth dda o'ch pwnc ymchwil • yn gallu ei osod mewn cyd-destun academiaidd • yn gallu nodi ymchwil bwysig a wnaed sy'n berthnasol iddo • yn ymwybodol o wahanol safbwyntiau am eich pwnc • yn gallu dangos sut mae'ch ymchwil yn berthnasol i ymchwil a gynhaliwyd o'r blaen • yn ymwybodol o waith awduron allweddol ac ymchwil ddiweddar yn eich maes dewisol *** Yn yr Adolygiad Llenyddiaeth byddwch yn trafod beth sydd wedi ei ysgrifennu eisoes ar AagD gan ganolbwyntio ar eich elfen AagD dewisol, e.e. trafodaeth fer ar ddiffinio asesu, mathau o asesu, 4 elfen o AagD, yna trafodaeth fanylach ar eich elfen AagD dewisol, e.e. rhannu meini prawf llwyddiant gyda'r dysgwyr.	800
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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 chi gwaith gael eiddo a'i gennog 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 cwrwllwm, ac unrhyw adroddiadau eraill (e.e. LLC, Estyn) sy'n berthnasol i'ch ffocws ymchwil



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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/tasgau 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 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



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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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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Enghreifftiau ... 'Adolygiad Llenyddiaeth'

Examples ... 'Literature Review'

Darllenwch yr enghreifftiau.

Cofiwch fod yn sgeptigol!

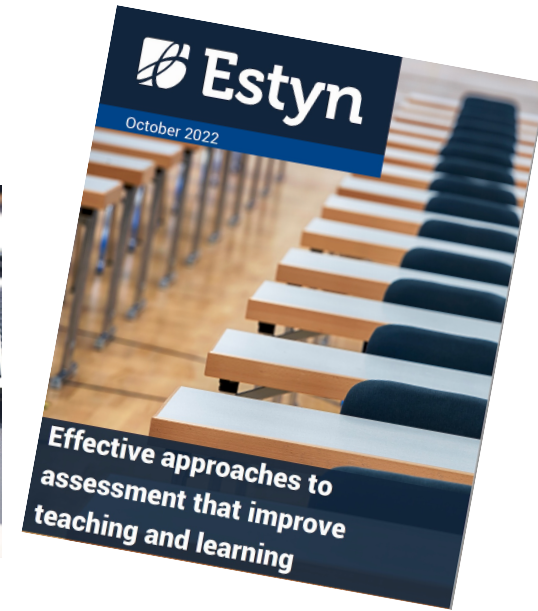
Read the examples.

Remember to be sceptical!



Tasg Unigol - Individual Activity

- Creu amlinelliad bras o'ch 'adolygiad llenyddiaeth' ar gyfer yr aseiniad.
- Creu rhestr o ffynonellau posibl i'w defnyddio i gefnogi eich trafodaeth.



- Create a draft outline of your 'literature review' for the assignment.
- Make a list of possible sources you could use to support your discussion.

Cyfeirnodau References

- Revision of 'critical reading skills' –please see:
<https://vwcceng111.pressbooks.com/chapter/chapter-1-critical-reading/#whatiscritical>
- Rhestr o adnoddau defnyddiol yn y Ffolder AagD – teilsen 'AfL' ar Moodle – ECAD5010C, e.g. Adroddiad Estyn 2022.
- Please see examples of useful sources in the AfL Folder - AfL tile on Moodle ECAD5010, e.g. Estyn 2022 report.



Tasg Gyfeiredig - Directed Task

Darllen-Read:

- Ways of seeing: using the Mosaic approach to listen to young children's perspectives - Alison Clark (pp.11-16) (tt.11-16) (Copy on Moodle) <https://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf>



Any questions?

Unrhyw gwestiynau?

