

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



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Education and Humanities



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

- ‘Bod yn ymchwilydd medrus’
- Arsylwi fel offeryn ymchwil
- Being a skilled researcher
- Observation as a research tool



Nodweddion Ymchwil

Research Dispositions

Bod yn ymchwilydd
medrus

Being a skilled researcher

Bod yn sgeptigol

Being sceptical

Bod yn foeseinol

Being ethical

Being part of an
inquiring profession

Bod yn rhan o
broffeiswn ymholgar



Bod yn 'ymchwilydd medrus'

- Being a 'skilled researcher'



<https://nataliehanson.com/2011/04/20/field-research-methods/>



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Beth yw arsylwad?

What is observation?

- Gellir diffinio 'arsylwi' fel y broses systematig o gofnodi patrymau mewn ymddygiad ynglŷn â phobl, gwrthrychau a digwyddiadau.
- Mae arsylwadau yn rhoi data i ni.
- Observation can be defined as the systematic process of recording the behavioral patterns of people, objects and occurrences.
- Observations supply data.

Arsylwi fel offeryn ymchwilio

Observation as a research tool

Observation offers the social researcher a distinct way of collecting data. It does not rely on what people say they do, or what they say they think. It is more direct than that. Instead, it draws on the direct evidence of the eye to witness events at first hand. It is based on the premise that, for certain purposes, it is best observe what actually happens.

(Denscombe, 2010, p.196)



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Pam arsylwi?

- I gasglu gwybodaeth fanwl am beth mae pobl yn ei wneud 'go iawn' drwy edrych a gwranddo arnynt, yn hytrach na holi cwestiynau;
- I archwilio gweithredoedd pobl, rhyngweithiad ac ymddygiadau eraill mewn dyfnder, tra'n cynnal lefel dderbyniol o safoni.

Why observe?

- To collect detailed information about what people actually do *in situ* by watching them and listening to them rather than asking them;
- To explore people's actions, interactions and other behaviours in intimate detail while maintaining an acceptable level of standardisation.



Adborth - Feedback

Tasg Gyfeiriedig 2

- Beth wnaethoch ddysgu?
- Sut mae hyn yn mynd i'ch helpu gyda'r aseiniad?

Directed Task 2

- What did you learn?
- How will this help you with your assignment?

Observation – a guide for use:

<https://education.nsw.gov.au/teaching-and-learning/professional-learning/evaluation-resource-hub/collecting-data/observation>

Purpose and benefits of observation as a data collection method

- It is part of a teacher's role, and you have experience already
- You can see things in their natural context
- You can see things that may escape conscious awareness
- You can learn about things people may be unwilling to talk about
- It can be inconspicuous and part of normal classroom routine
- It can be the least intrusive of all methods
- You can be creative – flexibility to yield insight into new realities or new ways of looking at old realities

Diben a manteision arsylwi fel dull o gasglu data

- Mae'n rhan o rôl athro, ac mae gennych brofiad eisoës
- Gallwch weld pethau yn eu cyd-destun naturiol
- Gallwch weld pethau a all ddianc o ymwybyddiaeth ymwybodol (conscious awareness)
- Gallwch ddysgu am bethau y gall pobl fod yn amharod i siarad amdano
- Gall fod yn anamlwg (inconspicuous) ac yn rhan o drefn arferol yr ystafell ddosbarth
- Gall fod yn y lleiaf ymwthiol (intrusive) o bob dull
- Gallwch fod yn greadigol - hyblygrwydd i gael cipolwg ar realiti newydd neu ffyrdd newydd o edrych ar hen realiti

Sut mae arsylwi? How to observe?

Dywed John Dewey said:

‘Observation alone is not enough. We have to understand the significance of what we see, hear, and touch. This significance consists of the consequences that will result when what is seen is acted upon’

(1938, p.68).



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Pa mor dda ydych chi am arsylwi?

How well do you observe?

*Treuliwch 15 eiliad yn edrych ar y llun isod.

*Wedyn, ysgrifennwch bopeth rydych wedi arsylwi. Dewch yn ôl at y llun er mwyn cymharu'r ddau.

- Take 15 seconds and look at the following picture.
- Then, write down everything you observed. Come back to the photo and see what you missed (or thought was there and isn't!).



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Rydym yn arsylwyr profiadol...?

- Rydym yn arsylwi drwy'r amser mewn bywyd bob dydd.
- Mae'r arsylwadau hyn yn ffurfio 'damcaniaethau gwerin', e.e. ffenomenau ffisegol a chymdeithasol, pobl, patrymau, cymdeithasau ac ati
- Awgryma Bruner (1990) bod y rhain yn darparu system o dybiaethau a chredoau lle rydym yn gwneud synnwyr o'r byd cysylltiedig
- Awgryma Dewey (1991) y gallai'r rhain arwain at feddwl cyson, ystrydebol - meddwl 'diog'

We are experienced observers...?

- We observe all the time in everyday life.
- These observations form ‘folk theories’, e.g. of physical and social phenomena, people, patterns, associations etc.
- **Bruner** (1990) suggests that these provide a system of connected assumptions and beliefs through which we make sense of the world.
- **Dewey** (1991) suggests that these may lead to habitual, stereotypical thinking – ‘lazy’ thinking.



Beth y gellir ei arsylwi?

What can we observe?

- ◆ ymddygiad dynol a gweithredoedd corfforol
- ◆ ymddygiad geiriol
- ◆ ymddygiad mynegiannol (expressive)
- ◆ cysylltiadau gofodol (spacial) a lleoliadau
- ◆ gwrthrychau corfforol
- ◆ cofnodion llafar neu ddarluniadol

- Human behaviour and physical actions
- Verbal behaviour
- Expressive behaviour
- Spatial relations and locations
- Temporal patterns
- Physical objects
- Verbal or pictorial records

Sut mae defnyddio arsylwad fel offeryn ymchwil?

How to use observation as a research tool

Mathau gwahanol o
arsylwi:

- Strwythuredig
 - Dim strwythur
 - * lled-strwythuredig
- Different types of observation:
 - Structured
 - Unstructured
 - *semi-structured



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Types of observation

Structured



Unstructured

Looking for

Sometimes we have something specific we want to observe – leadership skills; level of participation etc.

We use a structured, preset guide of what to observe or a checklist.

Looking at

Sometimes we want to see what is naturally occurring or exists without predetermined ideas. We use have an open-ended approach to observation and record all that we observe.

Observing what does not happen may be as important as observing what does happen.



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Mathau o arsylwi

Strwythuredig



Anstrwythuredig

Edrych am:

Weithiau mae rywbeth penodol yr ydym am arsylwi - sgiliau arwain; lefel cyfranogiad ac ati. Rydym yn defnyddio canllaw strwythuredig i arsylwi hyn, neu restr wirio.

Edrych ar:

Weithiau rydym yn awyddus i weld beth sy'n digwydd yn naturiol neu sydd yn bodoli, heb syniadau a bennwyd ymlaen llaw. Mae gennym ymagwedd penagored i arsylwi a chofnodi popeth yr ydym yn arsylwi.

Mae arsylwi yr hyn nad yw'n digwydd mor bwysig ag arsylwi beth sydd **yn** digwydd.



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Your role in observation

- **Non-participant observation.** Researcher is not part of the activity taking place, but simply observes. May be identified as observer/research.
- **Participant observer.** Researcher takes part in community, organization, or activity. Researcher attempts to learn what it is like to be part of the community, organization, or participate in the activity.
- In your study you will be a non-participant observer, but you will be **overt** – a ‘fly-on-the-wall’. How will you deal with interested children?



Eich rôl wrth arsylwi

- **Arsylwi heb fod yn gyfranogwr.** Nid yw'r ymchwilydd yn rhan o'r gweithgaredd sy'n digwydd, dim ond yn arsylwi.
- **Arsylwr cyfranogol.** Ymchwilydd sy'n cymryd rhan yn y gymuned, sefydliad neu gweithgaredd. Mae'r ymchwilydd yn ceisio dysgu sut yw bod yn rhan o'r gymuned, sefydliad, neu i gymryd rhan yn y gweithgaredd.
- Yn eich astudiaeth, byddwch yn arsylwr heb fod yn cyfranogi, ond byddwch yn amlwg (overt) - yn 'fly-on-the-wall'. Sut y byddwch yn delio â phlant sydd â diddordeb ynoch?

Amrywiadau mewn Agweddau at Arsylwad

Variations in Approaches to Observation

Role of the Observer			
Full-participant observation	Partial participation	Onlooker; observer is an outsider	
How the Observer Is Portrayed to Others			
Participants know that observations are being made and they know who is making them.	Some but not all of the participants know the observer.	Participants do not know that observations are being made or that there is someone observing them.	
How the Purpose of the Observation Is Portrayed to Others			
The purpose of the observation is fully explained to all involved.	The purpose of the observation is explained to some of the participants.	No explanation is given to any of the participants.	False explanations are given; participants are deceived about the purpose of the observation.
Duration of the Observations			
A single observation of limited duration (e.g., 30 minutes).		Multiple observations; long-term duration (e.g., months, even years).	
Focus of the Observations			
Narrow focus: Only a single element or characteristic is observed.		Broad focus: Holistic view of the activity or characteristic being observed and all of its elements is sought.	

Mathau o arsylwi

Types of observation

- Taflenni arsylwi
- Arsywlwi naratif
- Digwyddiad critigol
- Observation schedules
- Narrative observation
- Critical incident

Observations were recorded every 15 seconds and placed into behavioural categories					
Intensity	Proximity and contact seeking	Contact maintaining	Proximity and interaction avoiding	Proximity and interaction residing	Searching
1					
2		✓			
3					✓
4	✓✓				
5					✓
6	✓				
7		✓			✓

<https://www.simplypsychology.org/scoring.jpg>

Any questions?
Unrhyw gwestiynau?



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- Denscombe, M. (2010) *Good Research Guide For Small-Scale Social Research Projects*. Maidenhead: McGraw Hill.
- Observation – a guide for use:
<https://education.nsw.gov.au/teaching-and-learning/professional-learning/evaluation-resource-hub/collecting-data/observation>

