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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

EGCE40002P Academic Study Skills
EGCE40002PC Sgiliau Astudio Academaidd
SGILIAU YSGRIFENNU ACADEMAIDD

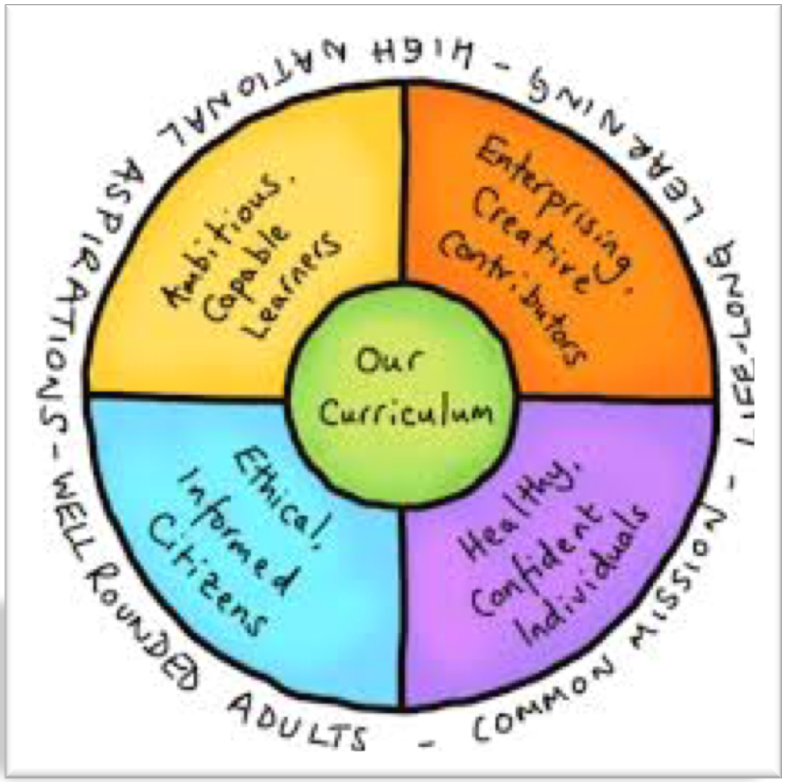
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In this session we will look at:
Yn y sesiwn hon byddwn yn edrych ar:

- Consider some of the key features of academic writing
- Explore how to structure your writing
- Consider how to write in a critical way
- Referencing skills

- Ystyried rhai o'r prif agweddau ysgrifennu academaidd
- Archwilio sut i strwythuro eich ysgrifennu
- Ystyried sut i ysgrifennu yn feirniadol
- Sgiliau cyfeirnodi

Four Purposes of the Curriculum for Wales
Pedwar Diben y Cwricwlwm i Gymru



Ambitious capable learners

Dysgwyr uchelgeisiol galluog

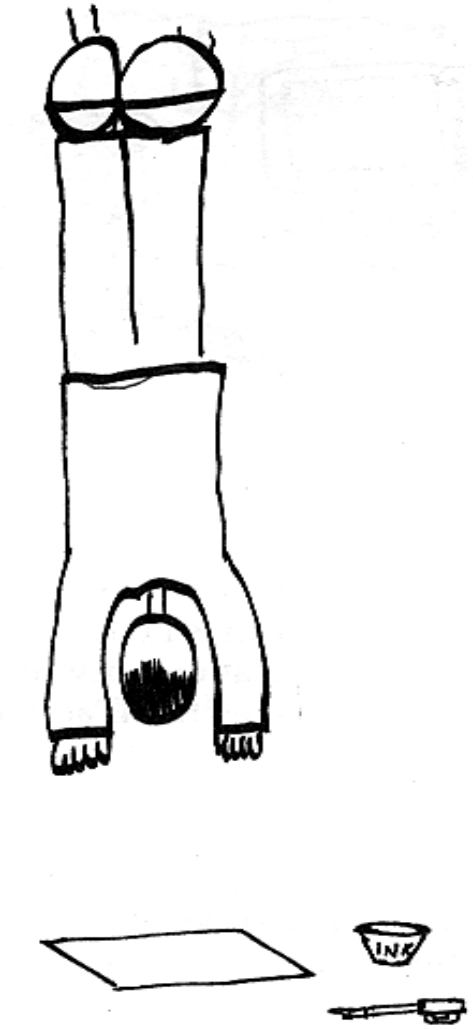
1. Academic writing / What's the problem?
1.Ysgrifennu academaidd/ Beth yw'r broblem?

Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead.
—Gene Fowler

Derbyniwch hyn… / Accept this…

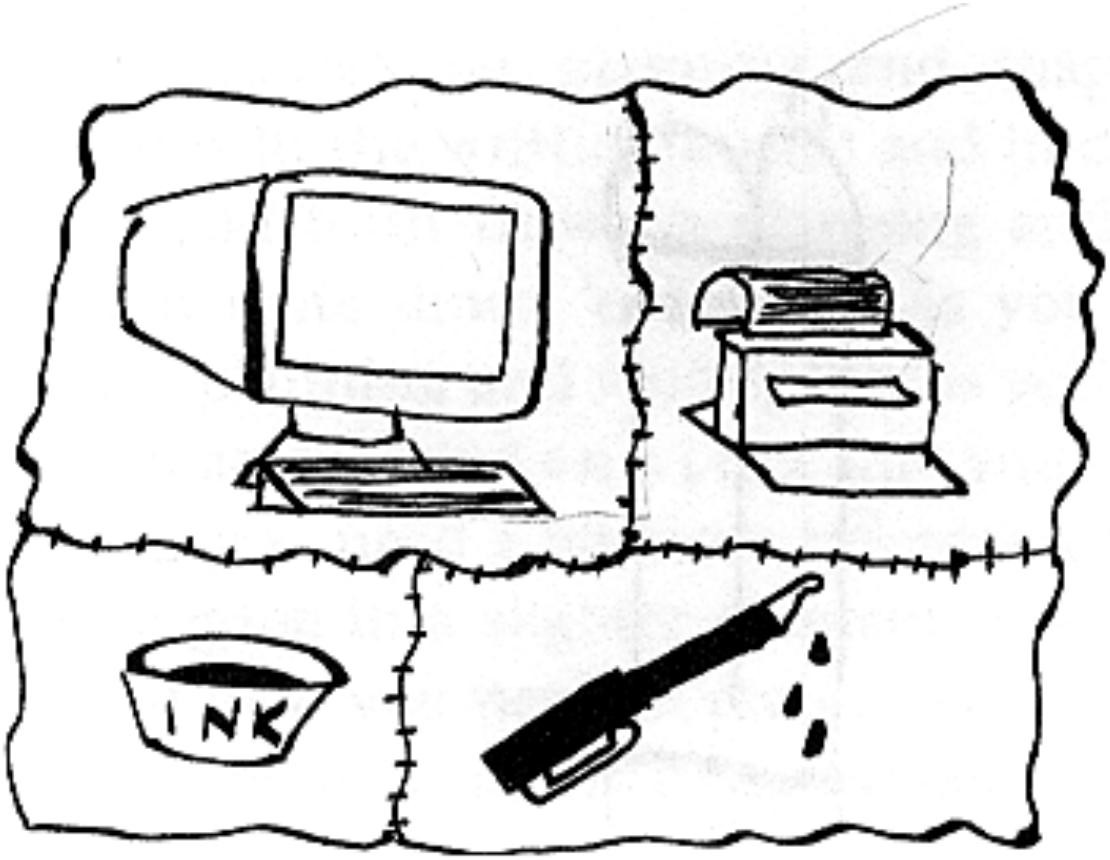
- Don’t worry about the first attempt.
- You can fix the language and the style later.
- Things can be moved, deleted, polished.

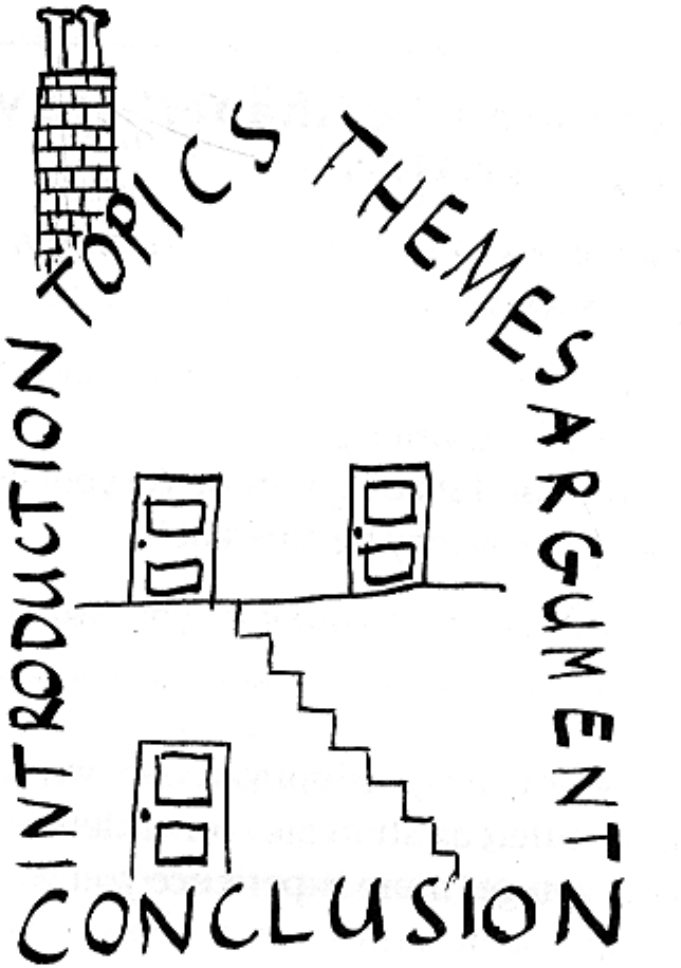
- Peidiwch a phoeni am yr ymdrech gyntaf.
- Byddwch yn gallu gwella’r iaith a’r strwythur eto.
- Gallwch symud dileu, a gwirio pethau.



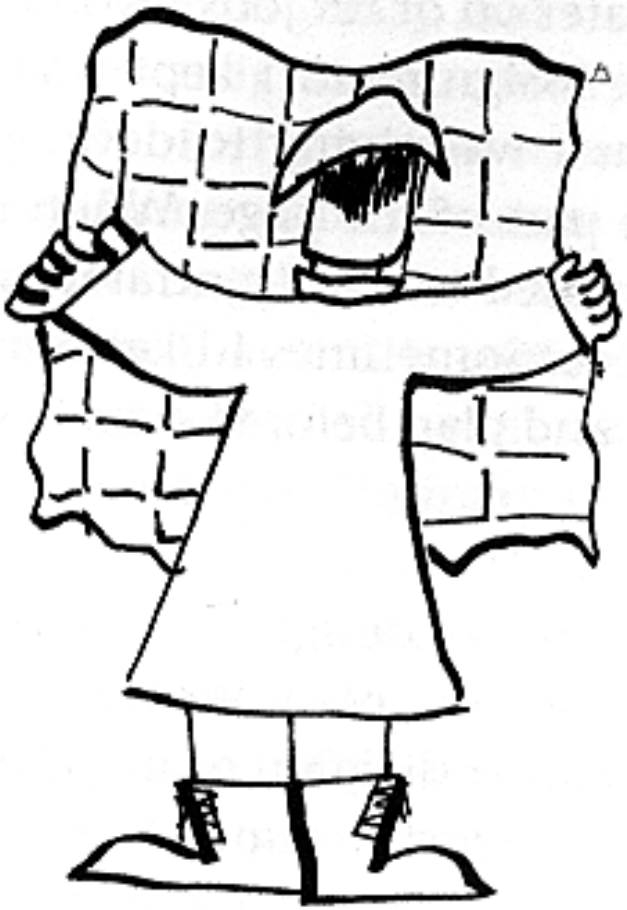
Y deifiwr
The diver

The patchworker / Clytiwr



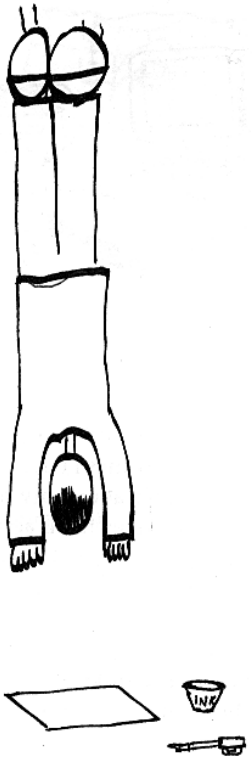


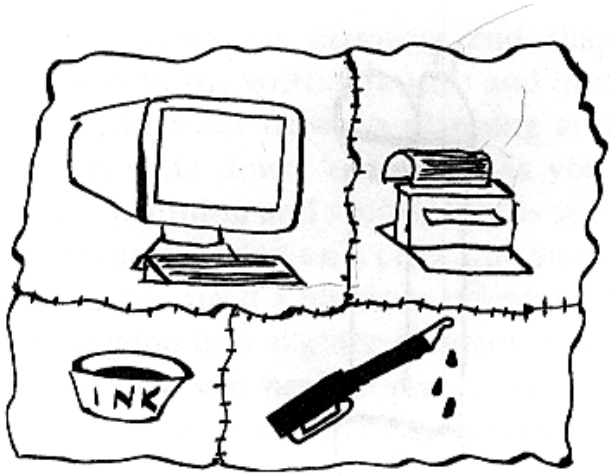
The architect
Y pensaer

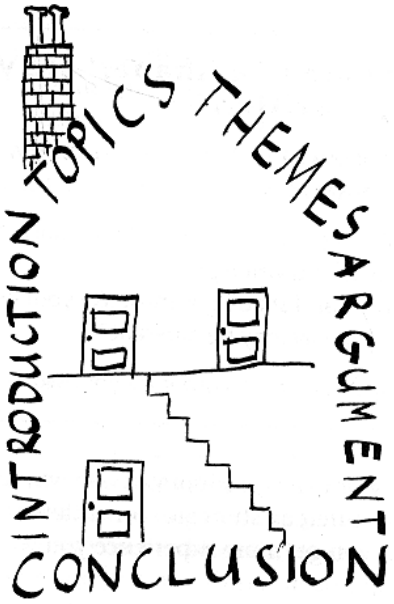


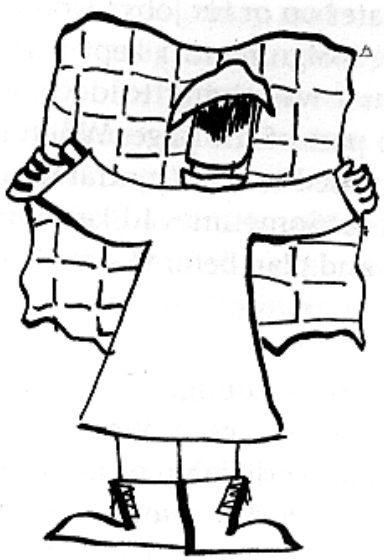
Y cynlluniwr enfawr
The grand planner

Adanbod eich arddull ysgrifennu
Identifying your writing style









Pa un sy'n addas i chi?
What suits you?

- A ydych yn hoffi gwneud… / Do you like to…



Fy nadl / My argument

How can resources help children in Year 2 subtract numbers up to 20?

Sut gall adnoddau helpu plant ym Mlwyddyn 2 i dynnu rhifau hyd at 20?

One line / Un llinell

- I will look at literature to see what others have said.
- I will look at school experience.
- I will analyse the data and draw conclusions.
- I will use the conclusions to answer the question.

- Edrychaf ar lenyddiaeth i weld beth mae eraill wedi ei ddweud.
- Edrychaf ar brofiad ysgol.
- Dadansoddaf y data a llunio casgliadau.
- Defnyddiaf y casgliadau i ateb y cwestiwn.

Mapiau Meddwl: Is-bynciau
Mind Maps: Subtopics

Mind map Subtopics

- What will go in each sub-topic – don't fuss, get the ideas down in one or two sentences.
- Make it clear –it should help you understand exactly what you need to include.

Is-bynciau map meddwl

- Beth fydd yn mynd ym mhob is-bwnc - peidiwch â ffwdanu, rhowch y syniadau i lawr mewn un neu ddwy frawddeg.
- Gwnewch yn eglur - dylai eich helpu i ddeall yn union yr hyn y mae angen i chi ei gynnwys

For example / Er enghraifft

Overview of literature on using resources in Mathematics:

Theory

Strengths

Limitations

Add notes from your reading

Trosolwg o lenyddiaeth ar ddefnyddio adnoddau mewn Mathemateg:

Theori

Cryfderau

Cyfyngiadau

Ychwanegwch nodiadau o'ch darlleniad

Go through each sub-topic / Ewch drwy bob is-bwnc

- Big ideas
- Add a few notes
- Ideas will start to be generated

- Syniadau mawr
- Ychwanegwch rhai nodiadau
- Syniadau a fydd yn dechrau cael eu cynhyrchu

Sub-topic paragraphs / Paragraffau is-bynciau



Good writers use paragraphs well
Mae ysgrifenwyr da yn defnyddio paragraffau yn dda

- Well developed – around 8-10 sentences.
- No assumptions (unsubstantiated claims)
- Cohesive – they make sense, ideas are connected to one another
- They signpost the logic of the argument to the reader (topic sentence)

- Wedi'i ddatblygu'n dda - tua 8-10 brawddeg.
- Dim rhagdybiaethau (hawliadau di-sail)
- Cydlynol - maen nhw'n gwneud synnwyr, mae syniadau wedi'u cysylltu â'i gilydd
- Maent yn cyfeirio rhesymeg y ddadl at y darllenydd (brawddeg pwnc)

Main text / Prif destun

The main text of the essay has three main parts:

- An introduction
- A main body
- A conclusion

Mae tair prif ran i brif destun y traethawd:

- Cyflwyniad
- Prif gorff
- Casgliad

The introduction.

- The introduction consists of two parts:
  - It should include a few **general statements** about the subject to provide a background to your essay and **to attract the reader's attention**. It should try to explain why you are writing the essay. It may include a **definition of terms** in the context of the essay, etc.
  - It should also include an **indication of how the topic is going to be tackled** in order to specifically address the question.
- It should introduce the central idea or the main purpose of the writing.

Y cyflwyniad

- Mae'r cyflwyniad yn cynnwys dwy ran:
  - Dylai gynnwys **ychydig o ddatganiadau cyffredinol** am y pwnc i ddarparu cefndir i'ch traethawd ac **i ddenu sylw'r darllenydd**. Dylai **geisio egluro pam eich bod yn ysgrifennu'r traethawd.** Gall gynnwys **diffiniad o dermau** yng nghyd-destun y traethawd, ac ati.
  - Dylai hefyd gynnwys **syniad o sut yr ydych yn bwriadu mynd i'r afael â'r pwnc** er mwyn mynd i'r afael â'r cwestiwn yn benodol.
- Dylai gyflwyno'r syniad canolog neu brif bwrpas yr ysgrifennu

The main body

- The main body consists of **one or more paragraphs** of **ideas** and **arguments**, together with illustrations or examples.
- The paragraphs are **linked in order to connect the ideas**.
- The purpose of the essay must be made clear and the reader **must be able to follow its development**.

Prif gorff

- Mae'r prif gorff yn cynnwys **un neu fwy o baragraffau** o **syniadau** a **dadleuon**, ynghyd â darluniau neu enghreifftiau.
- Mae'r **paragraffau wedi'u cysylltu er mwyn cysylltu'r syniadau**.
- Rhaid gwneud pwrpas y traethawd yn glir a rhaid i'r darllenydd **allu dilyn ei ddatblygiad.**

Flow of information in paragraphs

- **Paragraphs are usually structured as**
  - **Topic Sentence**
    - This is the **first** sentence and it expresses **The main idea**.
  - **Supporting Sentences**
    - details that expand your main idea.
  - **Concluding Sentence**
    - a rounding off, possibly by summarizing what has been said or drawing a logical conclusion from it.

Llif gwybodaeth mewn paragraffau

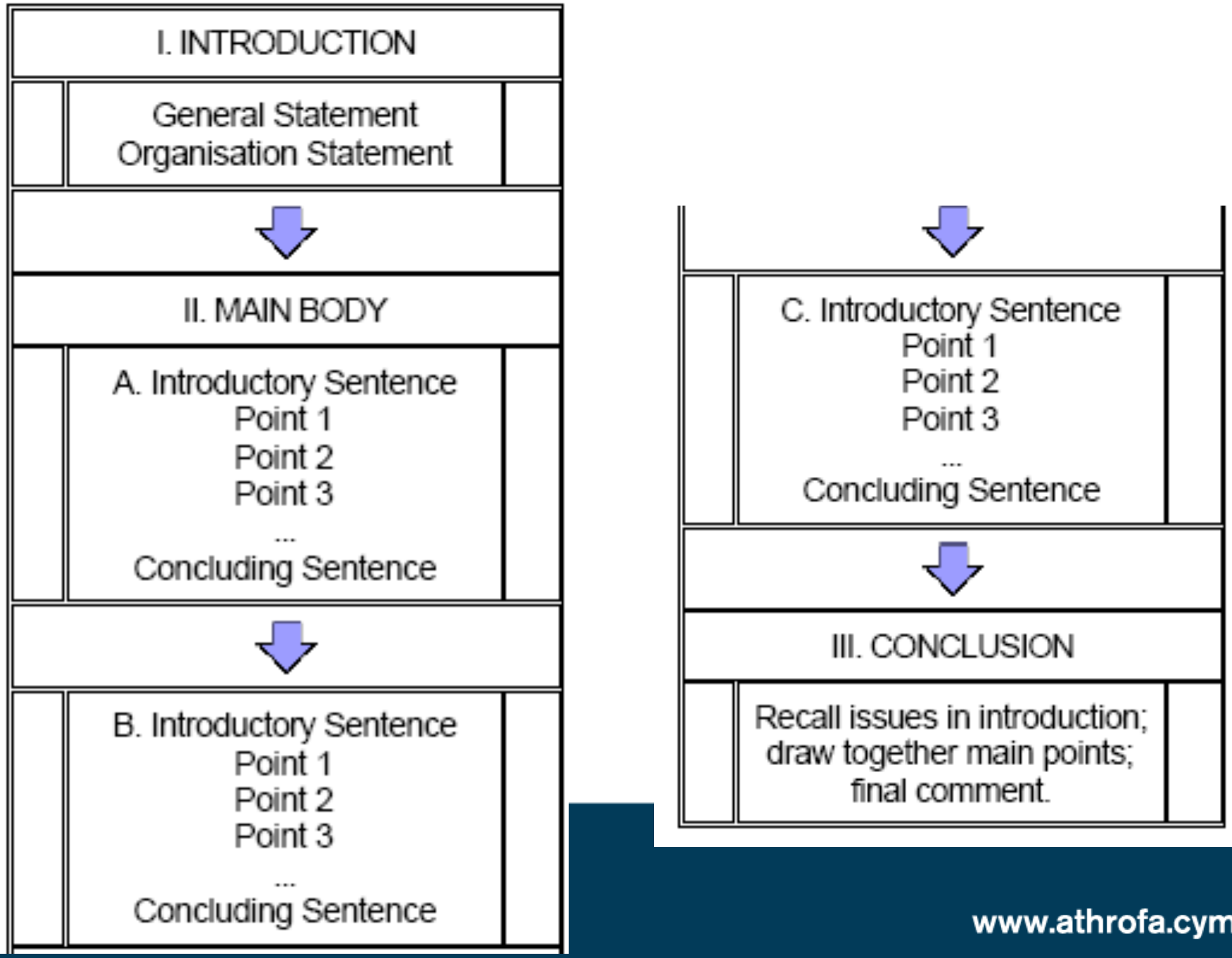
- Mae paragraffau fel arfer wedi'u strwythuro fel:
- **Brawddeg pwnc/testun**: Dyma'r frawddeg **gyntaf** ac mae'n mynegi'r **prif syniad**.
- **Brawddegau cefnogol**: manylion sy'n ehangu'ch prif syniad.
- **Brawddgeau crynhoi**: o bosibl crynhoi'r hyn a ddywedwyd neu ddod i gasgliad rhesymegol ohono.

Flow of information in paragraphs
Llif gwybodaeth mewn paragraffau

- **Use linking words**
  - also, as well as, *firstly*, next, then, **finally**, *so* *thus*, as a result, because, *therefore*, for example, for instance, in contrast, ***on the other hand***.

- **Defnyddiwch eiriau cysylltu**

  hefyd, yn ogystal ag,
  yn gyntaf, nesaf,
  yna yn **olaf**,
  felly, o ganlyniad,
  oherwydd,
  felly, er enghraifft,
  mewn cyferbyniad,
  ar y llaw arall.


I. INTRODUCTION
General Statement
Organisation Statement
II. MAIN BODY
A. Introductory Sentence
Point 1
Point 2
Point 3
...
Concluding Sentence
B. Introductory Sentence
Point 1
Point 2
Point 3
...
Concluding Sentence
C. Introductory Sentence
Point 1
Point 2
Point 3
...
Concluding Sentence
III. CONCLUSION
Recall issues in introduction;
draw together main points;
final comment.

The conclusion

- The conclusion includes the writer's final points.
  - It should recall the issues raised in the introduction and draw together the points made in the main body
  - and explain the overall **significance of the conclusions**. ((What general points can be drawn from the essay as a whole?))
- It should clearly signal to the reader that **the essay is finished and leave a clear impression that the purpose** of the essay **has been achieved**.

Y diweddglo

- Mae'r casgliad yn cynnwys pwyntiau olaf yr awdur.
  - Dylai ddwyn i gof y materion a godwyd yn y cyflwyniad a dwyn ynghyd y pwyntiau a wnaed yn y prif gorff
  - ac egluro **arwyddocâd cyffredinol y casgliadau**. ((Pa bwyntiau cyffredinol y gellir eu tynnu o'r traethawd yn ei gyfanrwydd?))

Dylai ddangos yn glir i'r darllenydd fod y **traethawd wedi'i orffen a gadael argraff glir bod pwrpas** y traethawd **wedi'i gyflawni.**

Topic sentences / Brawddegau testun/pwnc

- The topic sentence is a sentence that is used at the beginning of a paragraph to tell the reader what it is that you are going to be talking about in that paragraph.
- Dyma'r frawddeg ddefnyddir ar ddechrau paragraff i ddweud wrth y darllenydd beth ydych chi'n mynd i drafod yn y paragraff hwnnw.

Good features /Nodweddion da

- **Succinct:** Long, rambling sentences can be confusing.
- **Clarity**: Don't try to use big words or jargon: say it as it is.
- **Precise:** Don't be too broad – this is unhelpful for the reader.

- **Cryno**: Gall brawddegau hir, crwydrol fod yn ddryslyd.
- **Eglurder:** Peidiwch â cheisio defnyddio geiriau mawr neu jargon: dywedwch yn syml.
- **Union:** Peidiwch â bod yn rhy eang - mae hyn yn ddi-fudd i'r darllenydd.

Good or bad topic sentence
Brawddeg destun dda neu wael

Theresa May has just been to Brussels.

- Mae Theresa May newydd fod ym Mrwsel.

What about this? / Beth am hon?

Theresa May has returned from Salzburg after trying to secure a new deal for Britain in the European Union.

Mae Theresa May wedi dychwelyd o Salzburg ar ôl ceisio sicrhau bargen newydd i Brydain yn yr Undeb Ewropeaidd.

Better? / Gwell?

Theresa May's argument for Britain's special status in the European Union is controversial for both state and party.

- Mae dadl Theresa May dros statws arbennig Prydain yn yr Undeb Ewropeaidd yn ddadleuol i'r wladwriaeth a'r blaid.

Example in context…
/ Enghraifft mewn cyd-destun

Lesson study was developed by Peter Dudley.

Datblygwyd astudiaeth wers gan Peter Dudley.

Better? / Gwell?

Dudley (2015) argues that lesson study is a professional learning approach which significantly improves teaching and learning.

Reader informed/argument – does it or doesn't it. Signals for and against.

Dadleua Dudley (2015) fod astudio gwersi yn ddull dysgu proffesiynol sy'n gwella addysgu a dysgu yn sylweddol.

Hysbysu y darllenydd o'r ddadl - yn ei wneud neu ddim. Arwyddion o blaid ac yn erbyn.

Not good / Dim yn dda

‘The debate over the teaching of phonics will only be touched on briefly as it diverges from my central focus.’

- ‘Byddaf yn trafod y y ddadl dros ddysgu ffoneg yn fras gan y bydd yn gwyro oddi wrth fy ffocws canolog.’

- Telling the reader what the paragraph is *not* going to be about.
- Waste of words.

- Dweud wrth y darllenydd beth na fydd y paragraff yn ymwneud ag ef.
- Gwastraff geiriau.

Is-thema / Strwythur Paragraff
Subtopic/Paragraph Organisation

- Organise the paragraphs within each subtopic.
- Write a topic sentence for each paragraph and begin to fill in the paragraph.

- Trefnwch y paragraffau ym mhob is-thema.
- Ysgrifennwch frawddeg pwnc (cychwyn) ar gyfer pob paragraff a dechrau llenwi'r paragraff

Make sure the topic sentences signal a logical argument/ Sicrhewch fod y brawddegau pwnc yn arwyddo dadl resymegol

- Look at the steps between each paragraph.
- Does it make sense to the READER – not just to you.

- Edrychwch ar y camau rhwng pob paragraff.
- A yw'n gwneud synnwyr i'r DARLLENYDD - nid i chi yn unig.

So far…

By now you have:

- Ignored the introduction
- Mind mapped the sub topics
- Put paragraphs under the subtopics
- Written topic sentences
- Checked the logic of the assignment

Hyd yn hyn…

Erbyn hyn rydych wedi:

- Anwybyddu y cyflwyniad
- Creu Map Meddwl o'r is-bynciau
- Rhoi paragraffau o dan yr is-themâu
- Ysgrifennu brawddegau pwnc/cychwynnol
- Gwirio rhesymeg yr aseiniad

Paragraphs / Paragraffau

Now you have to begin to fill in the paragraphs for each sub-topic.

- Nawr mae'n rhaid i chi ddechrau llenwi'r paragraffau ar gyfer pob is-bwnc.

Ysgrifennu paragraff beirniadol dda / Writing a good critical paragraph

- Maintain proper pacing (long/short sentences, varied vocabulary)
- Cynnal llif y ddadl (brawddegau hir/byr, amrywio'r eirfa)

Ignore writing style till the end
Anwybyddu arddull ysgrifennu tan y diwedd

- Once you have a first draft - go back and fix the writing style.
- Ar ôl i chi gael drafft cyntaf - ewch yn ôl a gwiriwch yr arddull ysgrifennu.

Voice / Llais

- Voice – mostly 3rd person (objective)- ‘The results from the peer observer showed that…’
- Sometimes first person (subjective) when writing about personal reflection ‘I noted in my ARC refection that the children…’

- Llais - 3ydd person yn bennaf (gwrthrychol) - ‘Dangosodd canlyniadau’r arsylwr cymheiriaid hynny…’ Weithiau person cyntaf (goddrychol) wrth ysgrifennu am fyfyrio personol ‘Sylwais yn fy myfyrdod BWA fod y plant…’

Iaith ar gyfer y gynulleidfa a'r pwrpas
Language for audience and purpose

Academic writing does not need to be complicated but it is formal.

- Avoid contractions (don’t, can’t, etc.)
- Use the full forms of words (Assessment for Learning)
- Avoid informal words or phrases – taken on board

- Nid oes angen i ysgrifennu academaidd fod yn gymhleth ond mae'n ffurfiol.
- Osgoi geiriau megis (ac ati, ac yn y blaen)
- Defnyddiwch y ffurfiau llawn o eiriau (Asesu ar gyfer Dysgu)
- Osgoi geiriau neu ymadroddion anffurfiol (e.e. deall o ble mae’n meddwl)

Clear and Concise / Clir a chryno

Don’t try too hard – write simply and cleanly.

‘Following Lesson 1, the evaluative discussions sought to identify the areas needed to be adapted for Lesson 2.’

Clumsy and clunky

- Peidiwch â cheisio'n rhy galed - ysgrifennwch yn syml ac yn lân.
- ‘Yn dilyn Gwers 1, ceisiodd y trafodaethau gwerthuso nodi’r meysydd yr oedd angen eu haddasu ar gyfer Gwers 2.’
- Trwsgl a chlogyrnaidd

Precise and specific / Yn fanwl gywir ac yn benodol

‘Following Lesson 1, the peer discussion and evaluation identified that more open questions were needed for Lesson 2.’

- ‘Yn dilyn Gwers 1, nododd y drafodaeth a’r gwerthusiad cymheiriaid fod angen cwestiynau mwy agored ar gyfer Gwers 2.’

Illustrate with concrete examples

You must support your points with specific, concrete examples.

‘One major criticism of guided reading (Ofsted 2004) is that it becomes little more than children taking a turn to read aloud in a group. I observed this in a Year 2 classroom and noted that pupil input ‘out of turn’ was rare and the opportunity for dialogic book talk was lost.’

Cefnogwch eich dadl gydag enghreifftiau penodol

Rhaid i chi gefnogi'ch pwyntiau gydag enghreifftiau penodol.

‘Un feirniadaeth fawr o ddarllen dan arweiniad (Estyn, 2004) yw ei bod yn ddim mwy na phlant yn cymryd eu tro i ddarllen yn uchel mewn grŵp. Sylwais ar hyn mewn ystafell ddosbarth Blwyddyn 2 a nodais fod mewnbwn disgyblion ‘allan o dro’ yn brin a chollwyd y cyfle i siarad â llyfr deialog. ’

Tentative Language / Iaith barnu

You are trying to present an objective argument so use cautious language.

Avoid: *most important, extremely significant, correct.*

Try: *suggests, seems, appears, could be.*

- Rydych chi'n ceisio cyflwyno dadl wrthrychol felly defnyddiwch iaith ofalus.
- Osgoi: *pwysicaf, hynod arwyddocaol, cywir.*
- Defnyddiwch: *yn awgrymu, yn ymddangos, yn ymddangos, gallai fod.*

Choose the right vocabulary / Dewis yr eirfa cywir

- You would be amazed at how many students choose the wrong word to convey meaning.
- If in doubt go for simple but formal.
- Don’t try too hard!

- Byddech chi'n synnu faint o fyfyrwyr sy'n dewis y gair anghywir i gyfleu ystyr.
- Os oes unrhyw amheuaeth, ewch am syml ond ffurfiol.
- Peidiwch â cheisio'n rhy galed!

Never stereotype or offend /Peidiwch byth ag ystradebu neu gwneud cam â...

- Don't use comedy.
- Don't directly address the reader.
- Don't refer to 'the SEN/ALN/EAL children' but children with additional learning needs.
- Use attainment or skill-level, not ability.

- Peidiwch â defnyddio comedi.
- Peidiwch â annerch y darllenydd yn uniongyrchol.
- Peidiwch â chyfeirio at 'y plant ADY' ond plant ag anghenion dysgu ychwanegol. Defnyddiwch gyrhaeddiad neu lefel sgiliau, nid gallu.

Don’t throw away marks / Peidiwch a thaflu marciau

- Spelling – check UK and not US
- Grammar – clarity of expression
- Punctuation – the apostrophe
- Vocabulary – right word and varied words
- Accuracy rather than complication.

- Sillafu - gwiriwch y DU ac nid yr UDA
- Gramadeg - eglurder mynegiant
- Atalnodi - y collnod
- Geirfa - gair iawn a geiriau amrywiol
- Cywirdeb yn hytrach na chymhlethdod.

Referencing / Cyfeirnodi

You cannot present other people's ideas as if they were your own.

- Ni allwch gyflwyno syniadau pobl eraill fel pe baent yn rhai eich hun.

Be careful.

- Byddwch yn ofalus.

Ignorance is no defence.

- Nid yw anwybodaeth yn amddiffyniad

Introduction: Second last action

- This is the most important part of your assignment. It sets out the rationale for the work.
- A two-paragraph introduction provides scope for setting out your plan. One is fine as well.
- First key sentence is an introductory sentence. It signals the argument to the reader.

Cyflwyniad: yr ail weithred olaf

- Dyma ran bwysicaf eich aseiniad. Mae'n nodi'r rhesymeg dros y gwaith.
- Mae cyflwyniad dau baragraff yn rhoi cyfle i nodi'ch cynllun. Mae un yn iawn hefyd.
- Brawddeg ragarweiniol yw'r frawddeg allweddol gyntaf. Mae'n arwyddo'r ddadl i'r darllenydd.

Introduction / Cyflwyniad

- After the first key sentence there are a number of lines of elaboration from the first sentence.
- After the elaboration the writer sets out the plan.
- The last key sentence is the final sentence of the introduction which sets up the reader’s anticipation.

- Ar ôl y frawddeg allweddol gyntaf mae yna nifer o linellau ymhelaethu o'r frawddeg gyntaf.
- Ar ôl yr ymhelaethu mae'r awdur yn nodi'r cynllun.
- Y frawddeg allweddol olaf yw brawddeg olaf y cyflwyniad sy'n sefydlu disgwyliad y darllenydd.

End of the introduction: invite the reader in / Diwedd y diweddglo yn gwahodd y darllenydd i ddarllen mwy

This special issue puts the spotlight on writing. It covers the full range of development of writing from very young children learning about writing together with their parents to young adults writing at university. Several different aspects of writing are considered.

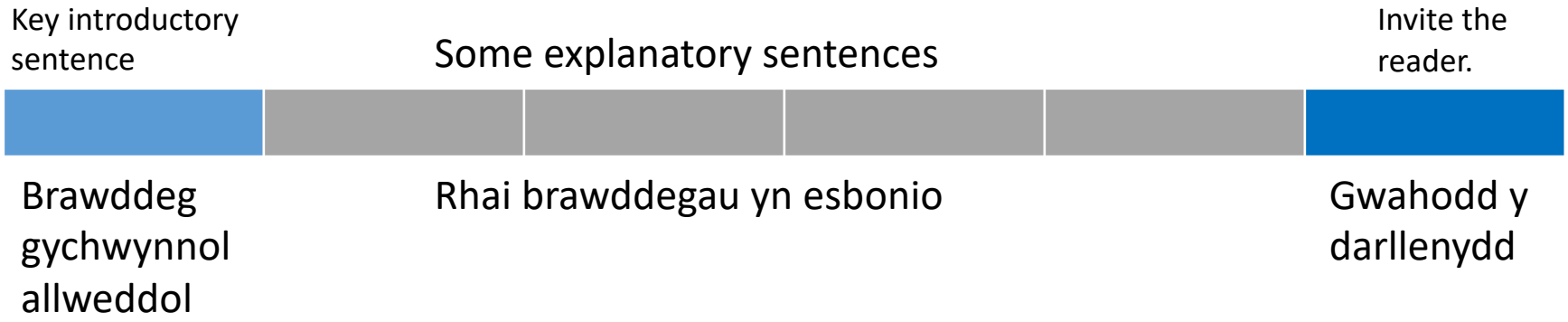
(Myhill and Fisher 2010)

Finally Track Back / Yn olaf, rhaid...

- ✓This is where you check the relevancy of your argument throughout.
- ✓It is mind-mapping in reverse.
- ✓Can you narrow the argument back to one line?
- ✓Re-draw map.
- ✓Check the paragraphs. Do each represent a different angle on the argument?

- ✓Dyma lle rydych chi'n gwirio perthnasedd eich dadl drwyddi draw.
- ✓ Mae'n mapio meddwl i'r gwrthwyneb.
- ✓A allwch chi grynhoi'r ddadl yn ôl i un llinell?
- ✓ Ail-dynnu map.
- ✓Gwiriwch y paragraffau. A yw pob un yn cynrychioli ongl wahanol ar y ddadl?

Build the assignment structure
Adeiladu strwythur yr aseiniad



Introduction
Cyflwyniad

Build the assignment structure
Adeiladu strwythur yr aseiniad

Topic sentence
Link to previous
Signal

Sentences which develop and explore the argument

Concluding sentence



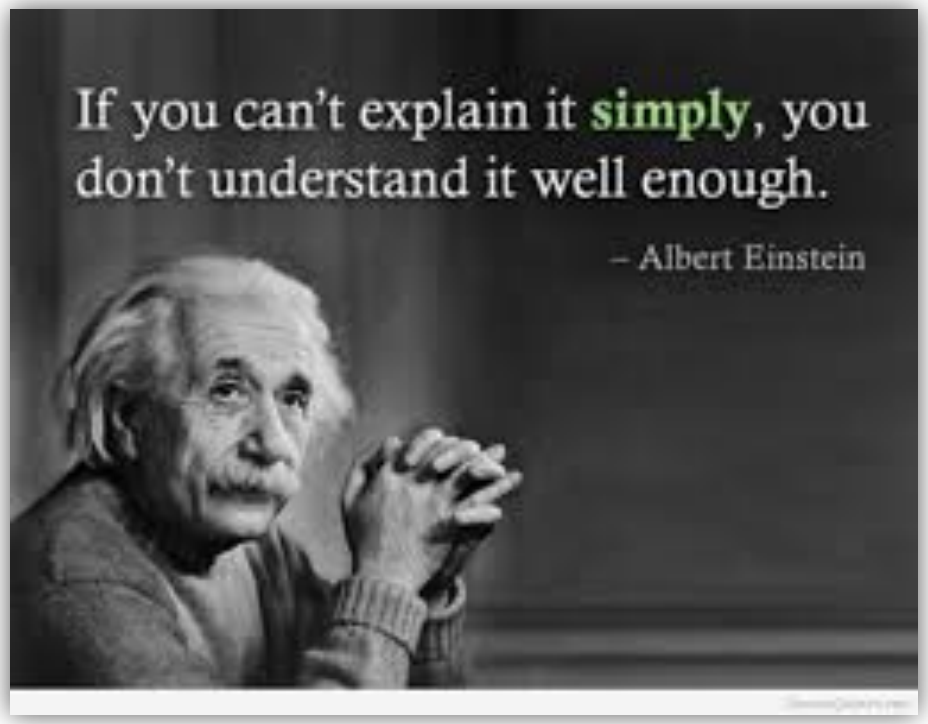
Brawddeg thema
Cyswllt â blaenorol
Arwyddo

Brawddegau sy'n datblygu ac yn archwilio y ddadl

Brawddeg i gloi

Sub-topic Paragraph
Paragraff is-thema

Remember / Cofiwch



Consider

- **Today weak literacy is a real problem in Wales. This is a disgrace and needs to be improved. About 40% of children can't read when they get to secondary school and this is something we must focus on as a priority. In this day and age, shouldn't we be able to make sure that each child has the skills they need when they reach secondary school?**
- It is not clear here if the student is expression their own view or reporting evidence found in a text.
- What about the tone?

Ystyriwch

- **Heddiw mae llythrennedd gwan yn broblem wirioneddol yng Nghymru. Mae hyn yn warthus ac mae angen ei wella. Ni all tua 40% o blant ddarllen pan gyrhaeddant yr ysgol uwchradd ac mae hyn yn rhywbeth y mae'n rhaid i ni ganolbwyntio arno fel blaenoriaeth. Yn yr oes sydd ohoni, oni ddylem ni allu sicrhau bod gan bob plentyn y sgiliau sydd eu hangen arnynt pan fyddant yn cyrraedd yr ysgol uwchradd?**

- Nid yw'n glir yma a yw'r myfyriwr yn mynegi ei farn ei hun neu'n adrodd ar dystiolaeth a geir mewn testun.
- Beth am y tôn?

Consider instead…

- The results of the 2009 and 2012 PISA assessments (NfER 2010, 2013) of reading literacy suggested that these skills needed to be a focus of improvement in Wales. This need was identified further in the ESTYN overview report (2012), which found that 40% of pupils arriving in secondary school have reading skills below those expected for their chronological age.
- What has changed?

Beth am…?

- Roedd canlyniadau asesiadau PISA 2009 a 2012 (NfER 2010, 2013) o lythrennedd darllen yn awgrymu bod angen i'r sgiliau hyn fod yn ganolbwynt gwella yng Nghymru. Nodwyd yr angen hwn ymhellach yn adroddiad trosolwg ESTYN (2012), a ganfu fod gan 40% o'r disgyblion sy'n cyrraedd yr ysgol uwchradd sgiliau darllen yn is na'r rhai a ddisgwylir ar gyfer eu hoedran cronolegol.
- Beth sydd wedi newid?

- Vygotsky and Piaget are examples of constructivist theorists. Vygotsky quotes in his book 'Language and Thought' (2010) 'what the child can do together today they can do alone tomorrow'. (Vygotsky 2010). This is an important fact to bear in mind when planning a lesson. Bruner (1986) is another constructivist. He thought that children learn best when the teacher creates a good learning environment. Bruner was a psychologist who, when he was at Harvard, wrote many books and papers that focus on how children learn through solving problems in the classroom. Bruner wanted to create an educational environment that would focus on (1) what was uniquely human about human beings, (2) how humans got that way and (3) how humans could become more so. In 1966, Bruner published another book relevant to education, *Towards a Theory of Instruction,* and then in 1973, another book, *The Relevance of Education.* Finally, in 1996, in *The Culture of Education,* Bruner reassessed the state of educational practices three decades after he had begun his educational research and…

- Vygotsky and Piaget (citation?) are examples of constructivist theorists. So? This needs to be expanded and made relevant to your assignment. Vygotsky quotes no he doesn't. You are quoting him. Choose another word –states, asserts, suggests…in his book 'Language and Thought' (2010) this is not needed, just the date of publication 'what the child can do together today they can do alone tomorrow'. The full stop is not needed here but a page number is (Vygotsky 2010, p.38). This is an important fact is it a 'fact'? to bear in mind when planning a lesson why? How? Did it inform your own planning? In what way? .

- Bruner (1986) is another constructivist *is he the same as Vygotsky? Piaget?. Why is he being discussed?* He thought that children learn best when the teacher creates a good learning environment. *what does this mean?* Bruner was a psychologist who, when he was at Harvard, wrote many books and papers that focus on how children learn through solving problems in the classroom. *Do you go on to explore problem based learning? Is this a focus for your lesson?* Bruner wanted to create an educational environment that would focus on (1) what was uniquely human about human beings, (2) how humans got that way and (3) how humans could become more so. In 1966, Bruner published another book relevant to education, *Towards a Theory of Instruction,* and then in 1973, another book, *The Relevance of Education. This is simple description/recall.* Finally, in 1996, in *The Culture of Education,* Bruner reassessed the state of educational practices three decades after he had begun his educational research *This sort of biographical detail is not generally useful. Also, this follows the Wikipedia page for Bruner almost exactly.*

Getting down to it…

- Plan for your writing. You might want to use a visual diagram or plan; you might want to write a series of topic sentences and grow your writing from there.
- Plan your time to allow you to write regularly. Get into the habit of setting aside time for your writing.
- Set yourself a timetable for your writing, taking into account other factors that will draw upon your time –be realistic.
- Give yourself time to reread and edit your work.

Getting down to it…

- You needn't start at the very beginning –you might write the literature review first, for example, or leave your introduction until last.
- Consider where and when you write best.
- Take breaks, a breath of fresh air, a chat with friends, but make sure you set times and keep to these for when you plan to re-start writing

Dechrau ysgrifennu...

- Cynlluniwch ar gyfer eich ysgrifennu. Efallai yr hoffech chi ddefnyddio diagram neu gynllun gweledol; efallai yr hoffech chi ysgrifennu cyfres o frawddegau pwnc a thyfu'ch ysgrifennu oddi yno.
- Cynlluniwch eich amser i ganiatáu ichi ysgrifennu'n rheolaidd. Ewch i'r arfer o neilltuo amser ar gyfer eich ysgrifennu.
- Gosodwch amserlen i'ch hun ar gyfer eich ysgrifennu, gan ystyried ffactorau eraill a fydd yn tynnu ar eich amser - byddwch yn realistig.
- Rhowch amser i'ch hun ailddarllen a golygu eich gwaith.

Dechrau ysgrifennu... (parhau)

- Nid oes angen i chi ddechrau ar y cychwyn cyntaf - efallai y byddwch chi'n ysgrifennu'r adolygiad llenyddiaeth yn gyntaf, er enghraifft, neu'n gadael eich cyflwyniad tan y tro diwethaf.

- Ystyriwch ble a phryd rydych chi'n ysgrifennu orau.

- Cymerwch seibiannau, chwa o awyr iach, sgwrs gyda ffrindiau, ond gwnewch yn siŵr eich bod chi'n gosod amseroedd ac yn cadw at y rhain pan fyddwch chi'n bwriadu ail-ddechrau ysgrifennu

Make it easy on yourself

- Keep the assignment in mind at all stages –what are you asked to do? What is your focus?
- Make sure your plan keeps your writing relevant to the question.
- Consider the resources you might draw upon to help you –readings, peers, tutors etc.
- Look at your feedback and use it to improve your work.
- Make sure that you are clear and concise in your writing and structure your assignment in a logical way.
- Reference accurately.

Helpu eich hun...

- ✓Cadwch yr aseiniad mewn cof ar bob cam - beth y gofynnir ichi ei wneud? Beth yw eich ffocws?
- ✓ Sicrhewch fod eich cynllun yn cadw'ch ysgrifennu'n berthnasol i'r cwestiwn.
- ✓Ystyriwch yr adnoddau y gallech chi ddefnyddio arnyn nhw i'ch helpu chi - darlleniadau, cyfoedion, tiwtoriaid ac ati.
- ✓Edrychwch ar eich adborth a'i ddefnyddio i wella'ch gwaith.
- ✓Sicrhewch eich bod yn ysgrifennu'n glir ac yn gryno ac yn strwythuro eich aseiniad mewn ffordd resymegol.
- ✓Cyfeirnodwch yn gywir.

CYFEIRNODI / REFERENCES

- Llawlyfr Cyfeirnodi Havard – copi caled wedi ei ddosbarthu yn ystod y sesiwn / copi hefyd ar Moodle

- Havard Referencing Guide – hard copy distributed in session/ copy also available on Moodle.