CYMHWYSEDD DIGIDOL
Trawsgwricwlaidd

DIGITAL COMPETENCE
Cross-curriculum

Aseiniad / Assignment

Poster a 500 eiriau adolygu'r adnodd.
Arholiad - 2 cwestiwn i bob cyfrifoldeb trawsgwricwlaidd.

Poster and 500 words reflection of this resource.
Exam – 2 questions per cross curricular responsibility

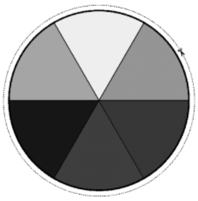
Beth sydd yn gwneud poster da? What Makes a Good Poster?

1. Gwreiddiol – Deni'r llygaid sy'n gwneud i'r bobl aros i ddarllen y cynnwys (lliwiau, lluniau, tyniadau a siapau diddorol a.y.b.
2. Syml – Gosod 1 I 2 pwynt sylfaenol ar eich poster.
3. Lliwgar – Defnydd o liw er mwyn codi sylw. Byddwch yn synhwyrol ar sut rydych yn defnyddio lliw

1. Original - Something eye-catching that makes the public want to stop and read it (colour, pictures, drawings, unusual shape, etc.)
2. Simple - Put 1-2 basic points on each poster.
3. Colourful - Use colour for emphasis, variety, and to get and hold attention. But use colours sparingly.

4. Trefnus – Gwnewch eich pwyntiau'n haws i ddarllen a dilyn.
5. Darllenadwy – Sicrhewch brawddegau byr sy'n gryno ac yn deniadol.
6. Addysgiadol – Sicrhau pwyntiau cryf sy'n cyfleu'ch syniadau'n effeithiol.
7. Taclus.
8. Cywirdeb – Sicrhewch fod y wybodaeth ar iaith yn gwbl gywir.
9. Gweithred – Gofyn i'r ymwelydd i wneud rhywbeth neu sicrhau gwellhad yn ei arfer.

4. Organised - Make your points easy to read and follow.
5. Readable – Maintain short sentences that are concise and engaging.
6. Educational – Ensure strong points express your ideas effectively
7. Neat
8. Accurate - spelling and all information should be correct.
9. Action - Tells the viewer to do something and makes him/her want to do it or to improve their practice.



Complementary Colours

Blue – Orange, Yellow – Purple, Green - Red

Colour Readability

Consider legibility when selection colours. Many colour combinations harmonise well. But they may not read well. The following combinations are listed in order of readability:

BLACK on medium Yellow.
Medium Dark GREEN on White
Medium Dark RED on White
Medium Dark BLUE on White
WHITE on medium Dark Blue

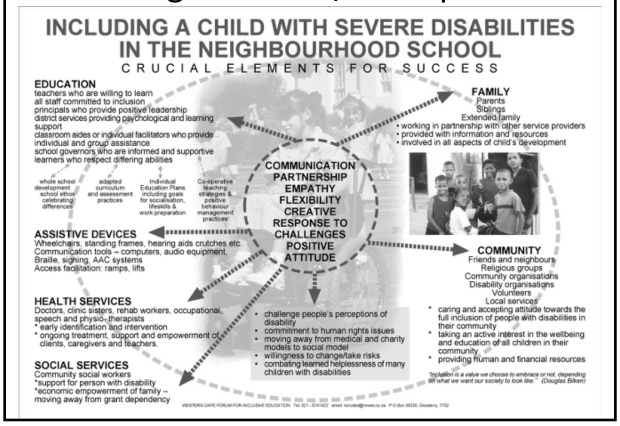
BLACK on White
Medium YELLOW on Black
WHITE on medium Dark Red
WHITE on medium Dark Green
WHITE on Black

Tips!

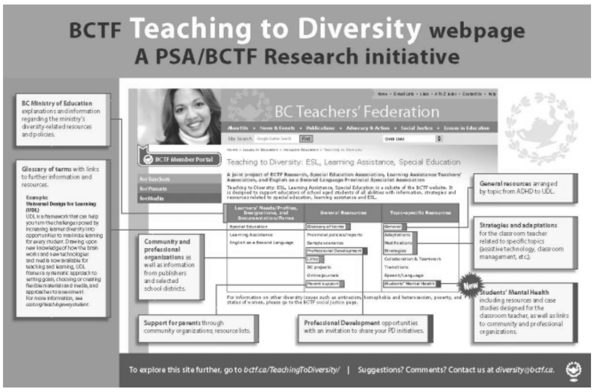
1. Llythreniad digon clir i weld o bellter darllen normal.
2. Plaen, llythrennau syml yn well 'na llythrennau "ffansi".
3. Mae llythrennau lliw golau'n fwy annod i ddarllen. Mi dyle'r lliw'r testun fod a chyferbyniad o liw'r cefndir. Osgowch ddefnyddio amryw o liwiau. Mae lliwiau sylfaenol fel du yn well.
4. Defnyddiwch destun i'r lleiafswm wrth ddefnyddio geiriau neu frawddeg allweddol

1. Lettering should be large enough to be read at normal reading distance.
2. Plain, simple letters are more readable than fancy letters
3. Lighter colours are harder to read. The colour of the text should provide enough contrast to the background. Try to avoid using a variety of colours. Basic black is still the best!
4. Keep writing to a minimum by using a key phrase or word.

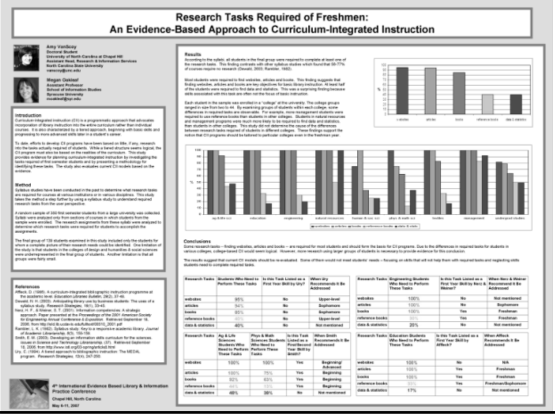
Engrheifftiau / Examples



Engrheifftiau / Examples



Engrheifftiau / Examples

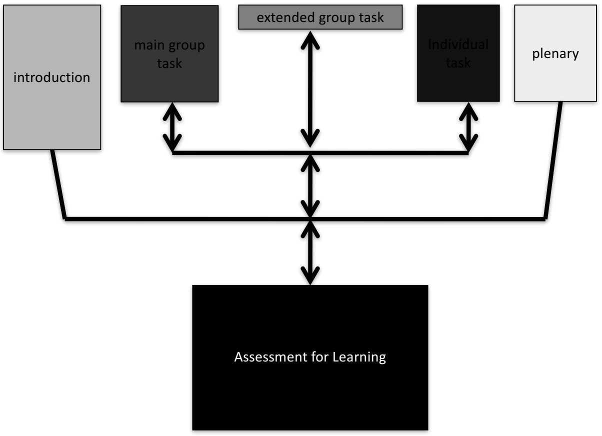


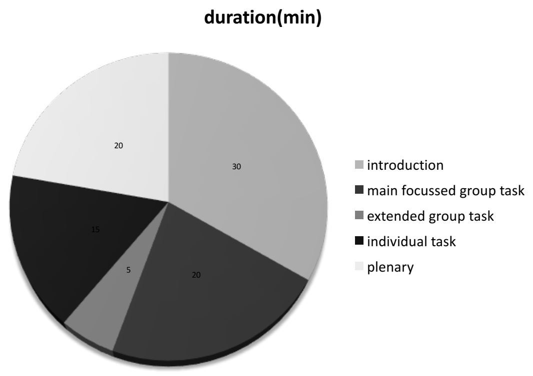
Mae mwyafrif o bosteri'n dilyn y fformat o'r enghraifft flaenorol sy'n defnyddio penawdau i'w ddilyn
1. Cyflwyniad
2. Methodoleg
3. Canlyniadau
4. Casgliad
5. Cyfeirnodau

Most Academic posters follow the format of the previous example and contain specific headings to follow.
1. Introduction
2. Method
3. Results
4. Conclusion
5. References

Y tebygrwydd yw eich bod chi am gyfoethogi'ch syniadau gyda graffiau a diagramau, lluniau sy'n arddangos sut rydych wedi meddwl, ymchwilio neu gyflwyno dealltwriaeth ymarferol. Gall y syniadau gweladwy yma cyflwyno'r pwynt yn gyflym i'ch cynulleidfa heb orfod darllen paragraffau llawn.

It is likely that you will need to make use of diagrams, graphs or images that demonstrate thought, research or a practical understanding of a situation. These illustrations allow the reader to get the point quickly without having to read a paragraph of ideas.





ECAD6005/C

Bydd mwyafrif o sesiynau yn cynnwys:

- Cwestiwn i'w drafod mewn grŵp ac i'w ateb neu
- Senario i'w drafod – sut mae hyn yn gweithio yn yr ysgol gynradd
- Gweithgaredd ymarferol i weithio arno (efallai fwy nag un)

Most sessions will comprise of:

- A question to discuss in a group and to answer or
- A scenario to discuss – how does this work in the primary classroom
- A practical activity to work on (maybe more than one)

Eich Profiadau TGCH ar Brofiad Addysgu Proffesiynol. Ystyriwch yr agweddau cadarnhaol a lle gallwch wella.

Your Use of ICT on Professional Teaching Experience. Consider the positive experiences and how you could improve.

https://yrathrofa.wordpress.com/

Hanes / History

Adroddiad grŵp lliwio TGCh / ICT steering group report	2013
Adroddiad Donaldson / Donaldson Report	2015
Ysgolion Arloesi ac Arbenigwyr / Pioneer Schools and experts	2015
Fframwaith Cymhwysedd Digidol/ Digital Competence Framework	Medi / September 2016

Meddyliwch / Think

Ydy Cymhwysedd Digidol yn TGCh?	Is Digital Competence ICT?
Ydy Cymhwysedd Digidol yn staduol o Fedi 2016?	Is Digital Competence Statutory from September 2016?
Ydy Cymhwysedd Digidol yn pwnc craiddd?	Is Digital Competence a Core subject?

Y Fframwaith / The Framework

Dinasyddiaeth.	**Citizenship.**
Rhyngweithio a chydweithio.	**Interacting and collaborating.**
Cynhyrchu.	**Producing.**
Data a meddwl cyfri adurol.	**Data and computational thinking.**

Dinasyddiaeth Citizenship	Rhyngweithio a chydweithio Interacting and collaborating	Cynhyrchu Producing	Data a meddwl cyfri adurol Data and computational thinking
1) Hunaniaeth, delwedd ac enw da / **Identity, image and reputation** 2) Iechyd a lles / **Health and well-being** 3) Hawliau digidol, trwyddedu a pherchnogaeth / **Digital rights licensing and ownership** 4) Ymddygiad ar-lein a Seiberfwlio / **Online behaviour and cyberbullying**	1) Cyfathrebu / **Communication** 2) Cydweithio / **Collaboration** 3) Storio a rhannu / **Storing and sharing**	1) Cynllunio, cyrchu a chwilio / **Planning, sourcing and searching** 2) Creu / **Creating** 3) Gwerthuso a gwella / **Evaluating and improving**	1) Datrys problemau a modelu / **Problem solving and modelling** 2) Llythrennedd gwybodaeth a data / **Data and information literacy**

ECAD6005/C

- Gall cysyniadau a'r trafodaethau ymddangos i ddechrau yn rhai Cyfnod Allweddol 2-aidd – byddan nhw hefyd yn berthnasol i'r canlynol:

- Y Cyfnod Sylfaen
- Uwchradd
- Cysylltiadau Cartref Ysgol

- Bywydau ehangach ymarferwyr a disgyblion yn ogystal â bywydau proffesiynol ymarferwyr.

- Concepts and discussions may at first appear more Key Stage 2-ish they will apply to:

- Foundation Phase
- Secondary
- Home School connections

- Practitioners' and pupils' wider lives as well as to practitioners' professional lives.

ECAD6005/C

- Gellir dod o hyd i lawer o'r cefndir a'r cynnwys i'r rhan hon o'r Modwl yn y dogfenni FUTURELAB a enwir yn y Llawlyfr Modwl a hefyd yn y trafodaethau BECTA ynghylch Llythrennedd Digidol.

I raddau byddwn "ar flaen y gad" gan y byddwn hefyd yn ystyried GOBLYGIADAU posibl Cwricwlwm Cenedlaethol ar gyfer TGCh a chyfrifiadura a chodio yn Sgil yn y dyfodol – mae'r drafodaeth ar hyn yn parhau oddi mewn i Gymru!

- Much of the background to and content of this part of the Module can be found in the FUTURELAB documents mentioned in the Module Handbook and also to the BECTA discussions relating to Digital Literacy.

To an extent we will be "cutting edge" as we will also look at the possible IMPLICATIONS of a new National Curriculum for ICT and computing and coding as a Skill in the future – this is still being discussed within Wales!

Cwestiwn 1 / Question 1

- Beth a olygir wrth y term "brodor digidol" a "mewnfudwr digidol".
- Ydy'r termau hyn yn rhai "cywir" ac ydyn nhw o ddefnydd?
- Ydych chi'n eich ystyried eich hun yn un o'r uchod – pa un?
- Fydd eich disgyblion chi'n un o'r uchod?

- What do we mean by "digitally native" and "a digital immigrant".
- Are these terms "correct" are they useful?
- Do you consider yourself to be one of the above – which one?
- Will your pupils be either of the above?

Cwestiwn 2 / Question 2

- Trafodwch mewn grwpiau ac ymateb i bwysigrwydd deall y canlynol
- Beth mae "Cymhwysedd Digidol" yn ei olygu i ni
- Pam mae'n mynd yn bwysicach
- Beth yw peryglon PEIDIO â bod yn ddigidol lythrennog?

- Discuss in groups and respond to the importance of an understanding of
- What do we mean by "Digital Competence"
- Why is it becoming more important
- What are the dangers of NOT being digitally literate?

- “Cymhwysedd Digidol”
- “Digital Competence”

- Cysylltiad at Model Future Lab “Llythrennedd Digidol”
- Links to Future Lab Model for “Digital Literacy”

- aka “Payton and Hague” Model

Mae Futurelab yn rhan o grŵp ymchwil addysgol Prydeinig

Mae llawer o’r cynnwys yn y modwl hwn yn seiliedig ar eu deunydd a’u diffiniadau nhw

Futurelab are part of a British educational research group

Much of the content in this module is based on their material and definitions

Awgryma Futurelab: / Futurelab suggest:

Golyga llythrennedd digidol y gallu i fanteisio ar ystod eang o arferion ac adnoddau diwylliannol y gallwch eu defnyddio gydag offer digidol. Mae hwn yn allu i wneud, cynrychioli a rhannu ystyr mewn dulliau ac ar ffurfiau gwahanol; i greu, cydweithredu a chyfathrebu’n effeithiol a deall y ffordd a’r amser gorau i gefnogi’r prosesau hyn.

To be digitally literate is to have access to a broad range of practices and cultural resources that you are able to apply to digital tools. It is the ability to make, represent and share meaning in different modes and formats; to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes.

Awgryma Futurelab: / Futurelab suggest:

Mae llythrennedd digidol yn cynnwys ymwneud yn feirniadol â'r dechnoleg a datblygu ymwybyddiaeth gymdeithasol o'r modd y gall nifer o ffactorau, gan gynnwys agendâu masnachol a dealltwriaethau diwylliannol, lunio'r modd y defnyddir technoleg i gyfleu gwybodaeth ac ystyr.

Digital literacy involves critically engaging with technology and developing a social awareness of how a number of factors, including commercial agendas and cultural understandings, can shape the ways in which technology is used to convey information and meaning.

Awgryma Futurelab: / Futurelab suggest:

Golyga'r gallu i gyfleu a chynrychioli gwybodaeth mewn gwahanol gyd-destunau ac ar gyfer gwahanol gynulleidfaoedd (ac, enghraifft, ar ffurfiau gweledol, sain neu destunol).

Mae hyn yn cynnwys darganfod a dewis gwybodaeth berthnasol a gwerthuso'n feirniadol ac ailosod gwybodaeth yn ei chyd-destun ac mae'n seiliedig ar ddealltwriaeth o'r cyd-destunau diwylliannol a chymdeithasol lle digwydda hyn.

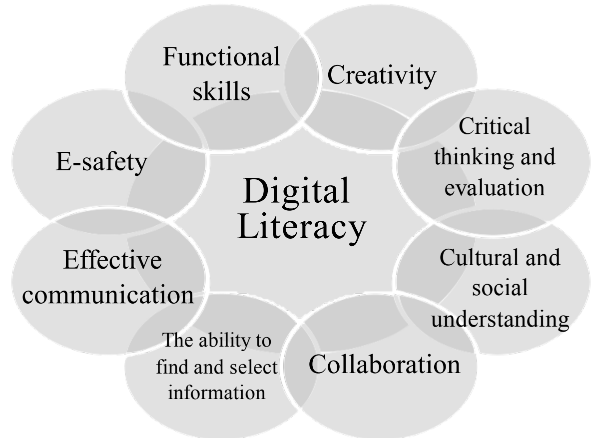
It means being able to communicate and represent knowledge in different contexts and to different audiences (and, for example, in visual, audio or textual modes).

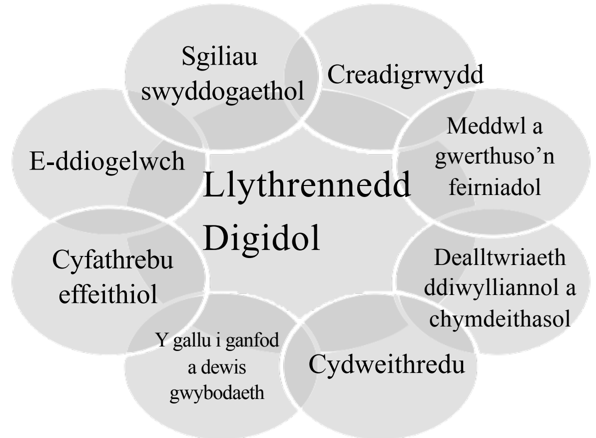
This involves finding and selecting relevant information and critically evaluating and re-contextualising knowledge and is underpinned by an understanding of the cultural and social contexts in which this takes place.

Awgryma Futurelab: / Futurelab suggest:

- Mae nifer o elfennau i lythrennedd digidol.
- Beth yw'r rhain, yn eich barn chi?

- Digital literacy is made up of a number of components.
- What would you think these are?





CREADIGRWYDD / CREATIVITY

- Y gallu i feddwl yn greadigol ac yn ddychmygus, ac i ddefnyddio technoleg i greu allbynnau a chynrychioli gwybodaeth ar wahanol ffurfiau a dulliau.

Gwybod pryd a sut y gall technoleg gefnogi prosesau creadigol, a meddwl yn greadigol am dechnoleg a chyda thechnoleg..

- The ability to think creatively and imaginatively, and to use technology to create outputs and represent knowledge in different formats and modes.

Knowing when and how digital technology can support creative processes, and thinking creatively about technology and with technology.

MEDDWL YN FEIRNIADOL A GWERTHUSO / CRITICAL THINKING & EVALUATION

- Gallu defnyddio sgiliau rhesymu i fynd i'r afael â'r cyfryngau digidol ac â'u cynnwys, i gwestiynu, dadansoddi, craffu a'i werthuso i lunio a chefnogi dadleuon amdanynt a'r modd y'u defnyddir.
- Mae meddwl yn feirniadol yn cynnwys bod yn adfyfyriol, meithrin canfyddiad am ragdybiaethau sylfaenol, dehongli ystyr a phenderfynu arwyddocâd er mwyn deall a gwneud synnwyr o'r byd.

- Being able to use reasoning skills to engage with digital media and its content, to question, analyse, scrutinise and evaluate it and to formulate and support arguments about it and the way it is used.
- Critical thinking involves being reflective, developing insight about underlying assumptions, interpreting meaning and determining significance in order to understand and make sense of the world.

DEALLTWRIAETH DDIWYLLIANNOL A CHYMDEITHASOL / CULTURAL AND SOCIAL UNDERSTANDING

- Y gallu i gydnabod bod dylanwadau cymdeithasol, diwylliannol a hanesyddol sy'n llywio'r modd y crëir cynnwys digidol a'n dealltwriaeth ohono.
- Mae hyn yn cynnwys deall y modd y llywiwyd eich persbectifau chi eich hun ac eraill gan fathau ar dreftadaeth ddiwylliannol ac ymwybyddiaeth o'r cyd-destunau diwylliannol cymdeithasol a diwylliannol lle crëir a defnyddir y cyfryngau digidol.

- The ability to recognise that there are social, cultural and historical influences that shape the creation of digital content and our understanding of it.
- This involves understanding how your own and others' perspectives have been informed by cultural heritages and being aware of the social and cultural contexts in which digital media is created and used.

CYDWEITHREDU / COLLABORATION

- Y gallu i weithio'n llwyddiannus gydag eraill i greu'n gydweithredol a rhannu ystyr a dealltwriaeth.
- Datblygu sgiliau gwaith tîm, gallu cydweithio wrth ddefnyddio technoleg a deall y modd y gall technoleg gefnogi cydweithrediad yn yr ystafell ddosbarth ac yn y byd ehangach.

- The ability to work successfully with others to collaboratively create and share meaning and understanding.
- To develop the skills of team work, to be able to work together when using technology and to understand how technology can support collaboration both inside the classroom and in the wider world.

Y GALLU I GANFOD A DETHOL GWYBODAETH / THE ABILITY TO FIND AND SELECT INFORMATION

- Diffinio'r wybodaeth y mae arnoch ei hangen ar gyfer tasg neu weithgaredd, gwybod lle a sut i ddod o hyd o hyd i wybodaeth.
- Ymwneud yn feirniadol â ffynonellau i ddewis gwybodaeth berthnasol, werthfawr a dibynadwy ac i fod yn ymwybodol o broblemau eiddo deallusol ynghylch llên-ladrad a hawlfraint.

- To define what sort of information you need for a task or activity, to know where and how to find information.
- To critically engage with sources to select relevant, valuable and reliable information and to be aware of intellectual property issues related to plagiarism and copyright.

CYFATHREBU'N EFFEITHIOL / EFFECTIVE COMMUNICATION

- Gallu mynegi'n glir syniadau a theimladau er mwyn i eraill eu deall.
- Cael dealltwriaeth o'r gwahanol ddulliau (gweledol, sain, testunol ac ati) lle gellir cynrychioli ystyr a dangos ymwybyddiaeth o anghenion cynulleidfaoedd penodol.
- Deall y modd y gall technoleg gefnogi hyn a sut i gyfathrebu'n effeithiol trwy ddefnyddio gwahanol fathau ar dechnoleg.

- Being able to clearly express ideas and feelings so that others can understand them.
- Having an understanding of the different modes (visual, audio, textual etc) in which meaning can be represented and showing an awareness of the needs of particular audiences.
- Understanding how technology can support this and how to communicate effectively using different types of technology.

E-DDIOGELWCH / E-SAFETY

- Y gallu i aros yn ddiogel wrth ddefnyddio technolegau digidol, megis y rhyngrwyd a ffonau symudol, a deall beth sy'n gwneud defnydd priodol a chynnwys priodol.

- The ability to stay safe when using digital technologies, such as the internet and mobile phones, and to understand what constitutes appropriate use and appropriate content.

SGILIAU SWYDDOGAETHOL / FUNCTIONAL SKILLS

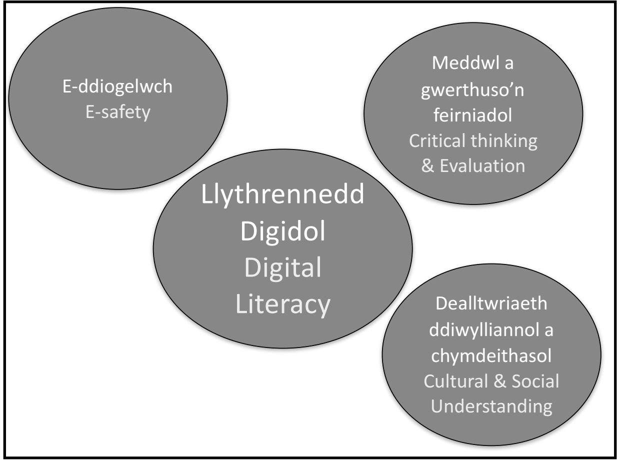
- Gwybod sut i ddefnyddio ystod o wahanol dechnolegau'n gymwys a meddu ar y sgiliau a'r hyblygrwydd i addasu'r wybodaeth hon i ddysgu sut i ddefnyddio technolegau newydd.

- Knowing how to use a range of different technologies competently and having the skills and flexibility to adapt this knowledge to learn how to use new technologies.

Sylw'r Modwl / Module Coverage

- Fel y nodwyd eisoes (ac yn y Llawlyfr) byddwn yn rhannu'r sesiynau hyn ar draws y sesiynau
- Byddwn yn treulio amser ar sesiynau YMARFEROL gyda sesiynau y gellir eu defnyddio gyda disgyblion
- Byddwn yn trafod senarios sy'n seiliedig ar rai o'r syniadau hyn

- As already mentioned (and in the Handbook) we will break down these ideas across the sessions
- We will spend time on PRACTICAL sessions with ideas that can be used with pupils
- We will discuss scenarios based on some of these ideas



DEALLTWRIAETH DDIWYLLIANNOL A CHYMDEITHASOL / CULTURAL AND SOCIAL UNDERSTANDING

DEALLTWRIAETH DDIWYLLIANNOL A CHYMDEITHASOL / CULTURAL AND SOCIAL UNDERSTANDING

Tasg Grŵp / Group Task

Ystyriwch y fideo dogfennol o'r BBC - Dangoswch sut y gallwch ddefnyddio gwahanol gyfryngau gyda phlant. Mewn grwpiau meddyliwch sut gall hyn gysylltu â'r Cwricwlwm Cenedlaethol Cyfnod Allweddol 2 neu ar gyfer disgyblion hŷn y Cyfnod Sylfaen a rhowch adborth.

Consider the following documentary from the BBC – this illustrates how you can use different media with children. In groups think about how you could link this to the National Curriculum or for TOP Foundation Phase pupils and feedback.

Swiss Spaghetti crop BBC (1957)

Palermo Spaghetti crop HSV7 (1967)

Ydy'r ffynhonnell yma'n gywir?
Is this source accurate?

Mae gen i ddau ffynhonnell yn cefnogi ei gilydd.

There are two sources that support each other.

Mae'r ddwy fideo yn dod o'r gwasg a tharddiad credadwy.

The two videos come from a believable source.

Ond…

But…

DEALLTWRIAETH DDIWYLLIANNOL A CHYMDEITHASOL / CULTURAL AND SOCIAL UNDERSTANDING

Oes yna sefyllfaoedd diwylliannol neu gymdeithasol o gymhwysedd digidol wedi codi yn y newyddion yn ddiweddar?

Have any cultural and social situations regarding digital competence arisen in the news lately?

DEALLTWRIAETH DDIWYLLIANNOL A CHYMDEITHASOL / CULTURAL AND SOCIAL UNDERSTANDING

Ydy pob gwlad yn defnyddio technoleg yn yr un ffordd?

Trafodwch sut mae effaith cred ddiwylliannol a chymdeithasol gwledydd arall yn newid sut maen nhw'n defnyddio technoleg.

Do all countries use technology in the same way?

Discuss how other countries have a different cultural and social way of using technology.

Tasg Grŵp / Group Task

Cynlluniwch a rhannwch ymagwedd ysgol gyfan a dull dosbarth tuag at e-ddiogelwch –

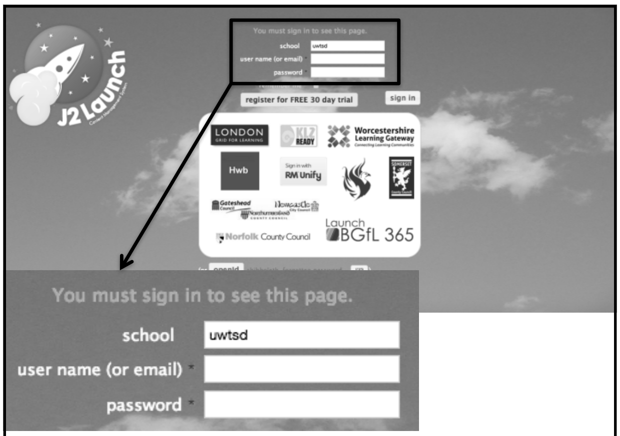
Beth fyddech chi'n caniatáu mynediad i?

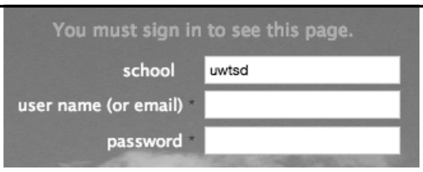
Beth fyddech yn rhoi i mewn i wers e-ddiogelwch?

Plan and share a whole school approach to e-safety and plan a class approach –

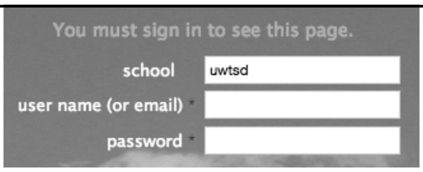
What would you allow access to?

What would you put into an e-safety lesson?





Pupil username in year 1:
myf101 – myf125 password: student
Pupil username in year 2:
myf201 – myf225 password: student
Pupil username in year 3:
myf301 – myf325 password: student



Personal teacher: your student number
Password Year 1: athrofa17
Password Year 2: uwtsd16
Password Year 3: uwtsd15