

ECAD5014C Ymchwilio i'r Dysgu: beth, sut a pham ydw i'n addysgu?

ECAD5014 Researching the learning: what, how and why am I teaching?



Sesiwn - Session 3



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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Yn y sesiwn yma, byddwn yn edrych ar:

In this session, we will be looking at:



Bod yn ymchwilydd medrus – Being a skilled researcher



Offer ymchwil (cyfweliadau) – Research tools (interviews)



Cyfweliadau a moeseg – Interviews and ethics

Dylunio a chynnal astudiaeth ymchwil

Design & conduct a small-scale research study

Cyflwyniad
Introduction

Adolygiad
Llenyddiaeth
Literature Review

Methodoleg
Methodology

Diwrnod
Ymchwil
Research Day

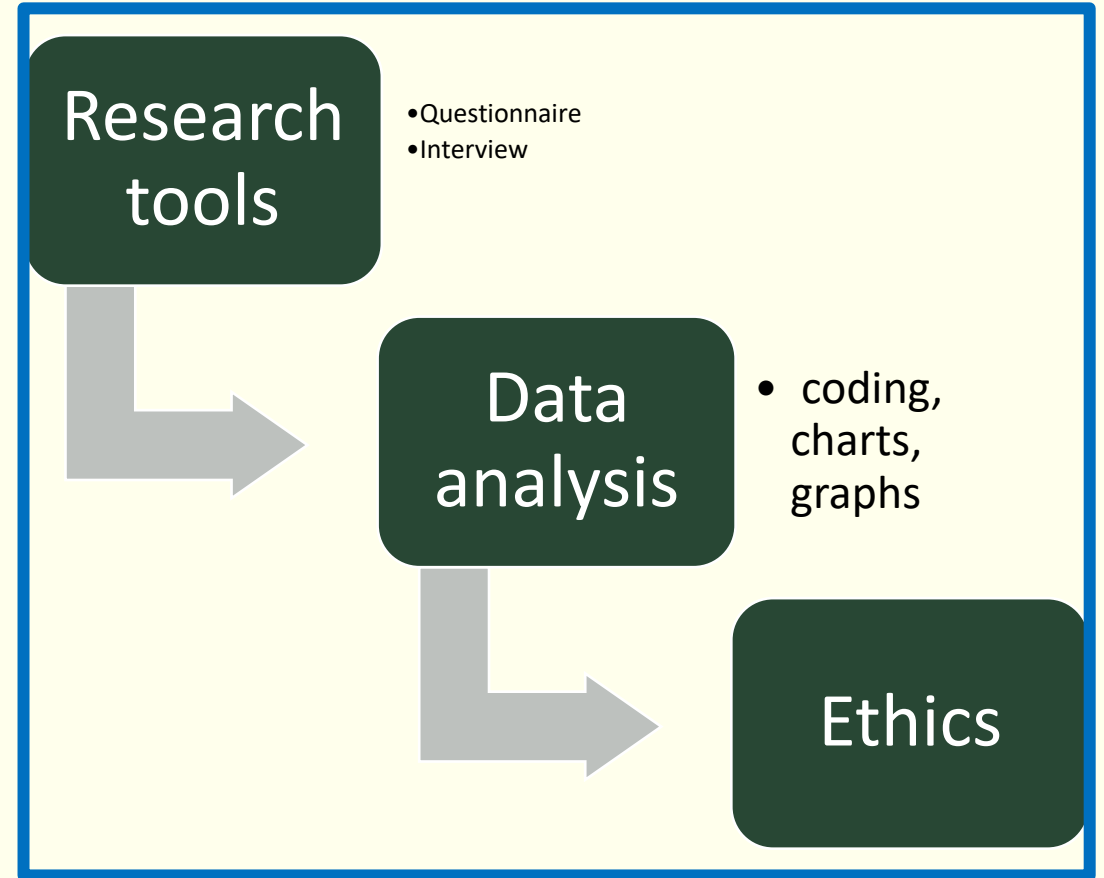
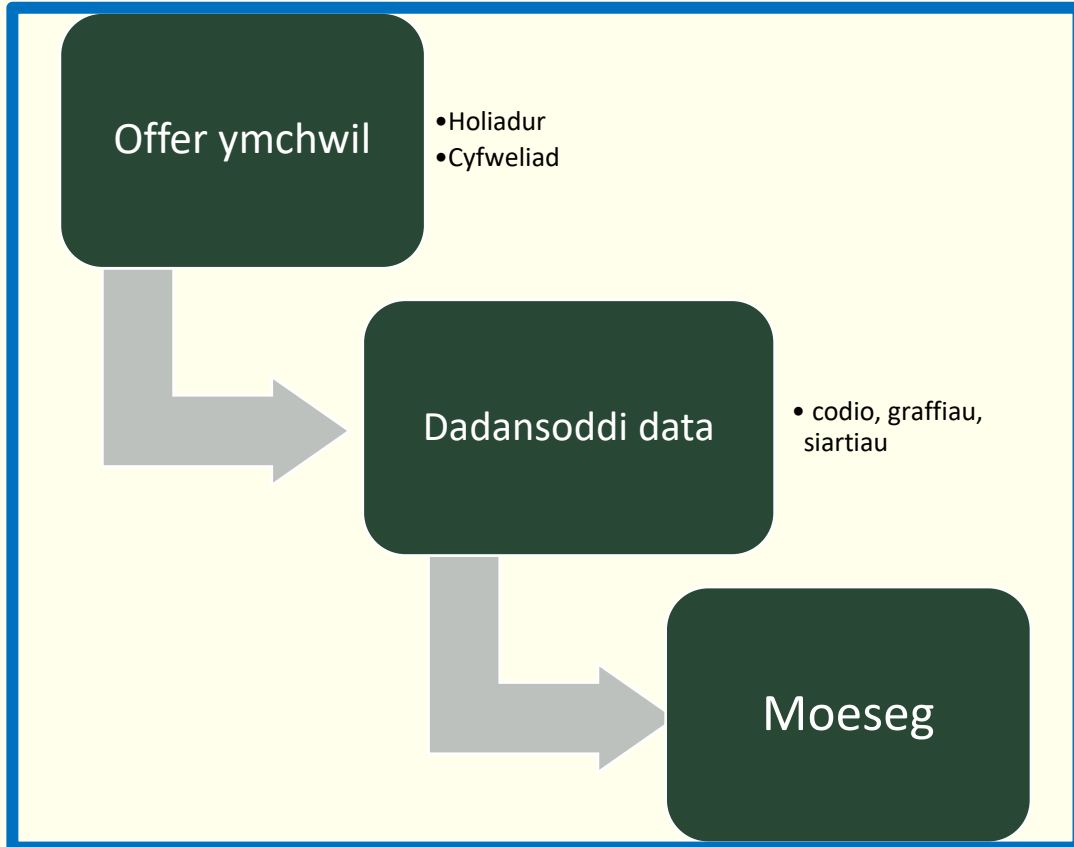
Canlyniadau a
thrafodaeth
Findings &
Discussion

Conclusion
Casgliad



Methodoleg

Methodology



Cwestiynau ymchwil a'u pwrpas

Research questions & purpose

- Pam ymchwilio?
- Sut ydym am wneud yr ymchwil?

- ANSODDOL
- MEINTIOL

- Why research?
- How are you going to conduct your research?

- QUALITATIVE
- QUANTITATIVE

Offer Ymchwil

Research Tools

- Cyfweiliadau
- Holiaduron



- Interviews
- Questionnaire

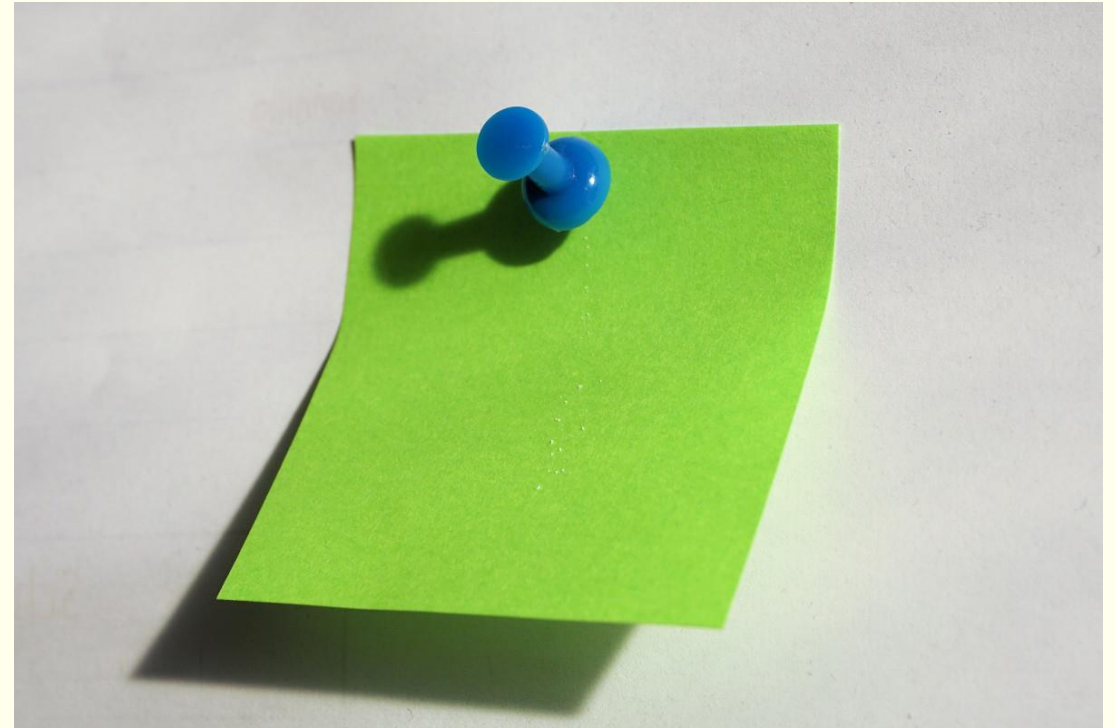


Tasg gyfeiriedig

Directed task

- Read/ Darllenwch:

Danby, S.J., Ewing, L., & Thorpe, K.J.
(2011) The novice researcher:
interviewing young children.
Qualitative Enquiry, 17(1), pp. 74-84.



Cyfweliadau

Interviews

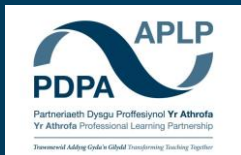
- <https://www.youtube.com/watch?v=hNNKCD2f4qw>



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Cyfweliadau fel offeryn ymchwil

Interviews as a research tool

- Pwrpas cyfweliadau
 - Paratoi cwestiynau cyfweld
 - Ble a phryd i gyfweld
 - Materion moesegol
 - Cryfderau a chyfyngiadau cyfweliadau
- Purpose of interviews
 - Preparing interview questions
 - When and where to interview
 - Ethical considerations
 - Strengths and limitations of interviews

Purpose of Interviews

- To collect detailed information from a relatively small number of participants
- To explore the nature of expressed views, opinions, perceptions, attitudes, preferences and behaviours by allowing specific lines of enquiry or matters of interest to be pursued as they arise and in depth
- To achieve relatively high level of personal interaction while maintaining acceptable level of standardisation.

Pwrpas cyfveliadau



- Casglu gwybodaeth fanwl gan nifer gymharol fach o gyfranogwyr
- Archwilio natur safbwyntiau, barn, canfyddiadau, agweddau, hoffterau ac ymddygiadau a fynegir trwy ganiatáu dilyn trywyddau ymholi penodol neu faterion o ddiddordeb wrth iddynt godi ac mewn dyfnder
- Cyflawni lefel gymharol uchel o ryngweithio personol wrth gynnal lefel dderbyniol o safoni.

Mathau o Gyfweliadau

Types of Interviews



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- Strwythuredig
- Heb strwythur
- Lled-strwythuredig



INTERVIEWS

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- Structured
- Unstructured
- Semi-structured

<https://www.youtube.com/watch?v=A-VhzWKaHB4>

Semi-structured interviews...

are widely used in qualitative research. They take a slightly more open-ended approach than a structured interview.

The questions are loosely structured and give interviewees more opportunities to fully express themselves.

The unstructured part of semi-structured interview gives participants more space to ask for clarification on answers and to express free flow of thoughts, so the interviewees normally feel less stress during the interview.



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Cyfweliadau lled-strwythuredig

Yn cael eu defnyddio'n helaeth mewn ymchwil ansoddol. Maen nhw'n cymryd agwedd ychydig yn fwy penagored na chyfweliad strwythuredig.

Mae'r cwestiynau wedi'u strwythuro'n llac ac yn rhoi mwy o gyfleoedd i bobl sy'n cael eu cyfweld fynegi eu hunain yn llawn.

Mae'r rhan anstrwythuredig o gyfweliad lled-strwythuredig yn rhoi mwy o le i'r cyfranogwyr ofyn am eglurhad ar atebion ac i fynegi llif rhydd o feddyliau, felly mae'r rhai gafodd eu cyfweld fel arfer yn teimlo llai o straen yn ystod y cyfweliad.



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Main question here.

- Q1 Can you tell me about the way in which you use IT in your work?

- Do you use specific programmes?/apps?/software?
- Do you use these for specific purposes?
- Is there a reason why you like / don't like?

Pre-prepared sub-questions here.

- Q2 What do you believe are the advantages and disadvantages of using IT?

- You have spoken about several advantages. Are there any disadvantages? For yourself? For your students?

- C1 Allwch chi ddweud wrthyf am y ffordd rydych chi'n ei ddefnyddio TG yn eich gwaith?

← Prif gwestiwn yma.

- * Ydych chi'n defnyddio rhaglenni penodol?/apps?/ meddalwedd?
- * Ydych chi'n defnyddio'r rhain at ddibenion penodol?
- * Oes yna reswm pam rydych chi'n hoffi / ddim yn hoffi?

← Is-gwestiynau wedi'u paratoi ymlaen llaw yma.

- C2 Beth ydych chi'n ei gredu yw manteision ac anfanteision defnyddio TG?
- * Rydych chi wedi siarad am sawl mantais. Oes anfanteision? I chi'ch hun? I'ch disgyblion?

“Demo qualitative interview with mistakes”

- <https://www.youtube.com/watch?v=U4UKwd0KExc>

Edrychwch ar y fideo. A ydych yn gallu canfod y 10 camgymeriad gan y person sy'n cyfweld?

Look at the video. Can you spot the 10 mistakes made by the interviewer?

Demo qualitative interview with mistakes

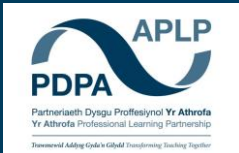
- <https://www.youtube.com/watch?v=eNMTJTnrTQQ>



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A **group interview** is a form of qualitative research in which a group of children are asked about their perceptions, opinions and attitudes towards, for example, a lesson, their learning, a teaching strategy.

Questions are asked in an interactive group setting where children are free to talk with other group members.

The interview is conducted in an informal and natural way where children are free to give views.

Math o **ymchwil ansoddol** lle gofynnir i grŵp o blant am eu canfyddiadau, eu barn a'u hagweddau tuag at, er enghraifft, gwers, eu dysgu, strategaeth addysgu, yw **cyfweliad grŵp**.

Gofynnir cwestiynau mewn lleoliad grŵp rhyngweithiol lle mae plant yn rhydd i siarad ag aelodau eraill y grŵp.

Cynhelir y cyfweliad mewn ffordd anffurfiol a naturiol lle mae plant yn rhydd i roi barn.



<https://youtu.be/bPjJ6TPkLVM>

Gwylwch y clip fideo/ Watch the clip (3 munud)

**Beth yw eich barn am y cyfweiliad
grwp gyda'r dysgwyr?**

**What are your views of this group
interview with pupils?**

Steps to follow when designing and using interview

- Be clear about the nature and purpose of the data you need in relation to your research question or problem
- Consider how many questions and tasks are necessary and the form and logical sequence these might take in order to probe effectively
- Create a trial interview schedule and pilot and amend this accordingly paying particular attention to areas of concern raised and feedback
- Conduct the interviews
- Critical analyse your data

Camau i'w dilyn wrth ddylunio, a chynnal cyfweiliad

- Byddwch yn glir ynghylch natur a phwrrpas y data sydd ei angen arnoch mewn perthynas â'ch cwestiwn neu broblem ymchwil
- Ystyriwch faint o gwestiynau a thasgau sy'n angenrheidiol a'r ffurf a'r dilyniant rhesymegol y gallai'r rhain eu cymryd er mwyn ymchwilio yn effeithiol
- Creu amserlen cyfweld treialon a threialu a diwygio hyn yn unol â hynny gan roi sylw arbennig i feysydd pryder a godwyd ac adborth
- Cynnal y cyfweiliadau
- Dadansoddwch eich data yn feirniadol

Paratoi cwestiynau cyfweld

Preparing interview questions

- ‘The way you formulate a question (**open-ended or closed**) and the **wording you use in its framing** in an interview schedule or a questionnaire are extremely important as they influence **the type and quality of information** you obtain from your respondents.

(Kumar, 2014, p.20)

- Allwch chi roi enghreifftiau i egluro'r geiriau sydd wedi'u huwcholeuo?

- Can you provide examples to explain the highlighted words?

Open-ended question or closed-questions?

1. You need in-depth information
2. You want answers to be easy for participants
3. Cannot be too time-consuming
4. Responses are in categories and so will be easier to analyse
5. Participants can express themselves freely
6. Greater variety of information needed
7. Greater possibility of researcher bias as researcher might only list/say the responses he/she is interested in.
8. Participants are not 'conditioned' when they select responses from a list
9. Researcher will need to go through the data and classify it.



Cwestiynau penagored neu gwestiynau caeedig?

1. Mae angen gwybodaeth fanwl arnoch.
2. Rydych chi eisiau i'r atebion fod yn hawdd i'r atebwyr.
3. Ni ddylai gymryd gormod o amser.
4. Mae'r ymatebion mewn categorïau ac felly'n haws eu dadansoddi.
5. Gall y cyfranogwyr fynegi eu hunain yn rhydd.
6. Angen mwy o amrywiaeth o wybodaeth.
7. Mwy o bosiblwydd o ogwydd yr ymchwilydd oherwydd y mae'n bosibl y bydd yr ymchwilydd ond yn rhestru'r ymatebion y mae ganddo ef/hi ddiddordeb ynddynt.
8. Nid yw'r cyfranogwyr wedi'u 'cyflyru' pan maen nhw'n dewis ymatebion o restr.
9. Bydd angen i'r ymchwilydd fynd drwy'r data a'u dosbarthu.



Ysgrifennu cwestiynau effeithiol

Writing effective questions

- ✓ Defnyddiwch iaith hawdd ei ddeall bob amser

A yw dystonia yn broblem yng Nghymru? X

- ✓ Always use language which is easy to understand

Is dystonia a problem in Wales? X

- ❖ Peidiwch a defnyddio cwestiynau dwbl

Pa mor aml a faint o amser ydych chi'n dreulio ar y strategaeth hunan-asesu? X

- ❖ Do not use double-barrelled questions

How often and how much time do you spend on the self-assessment strategy? X

Ysgrifennu cwestiynau effeithiol

Writing effective questions

Defnyddiwch gwestiynau **penagored**:

- Beth oeddech chi'n ei feddwl o...?
- Sut oeddech chi'n teimlo am...?
- Beth wyt ti'n hoffi orau am...?

Byddwch yn ofalus o ymadroddion fel “pa mor fodlon” neu “i ba raddau”.

Use **open-ended** questions:

- What do you think of?
- How did you feel about...?
- What do you like best about...?

Be caution of phrases such as “ how satisfied” or “to what extent”.

Ysgrifennu cwestiynau effeithiol

Writing effective questions

Defnyddiwch gwestiynau “meddwl yn ôl”.

Use “think back” questions.

Ewch a’ch disgyblion yn ôl i brofiad ac nid ymlaen i’r dyfodol.

Take pupils back to an experience and not forward to the future



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Ysgrifennu cwestiynau effeithiol...

Writing effective questions...

- Peidiwch a defnyddio **cwestiynau amwys** (h.y. cwestiwn sy'n cynnwys mwy nag un ystyr y gall gwahanol atebwyr ei ddehongli'n wahanol)

A yw eich gwaith yn anodd oherwydd bod gennych blant? Ydy/Nac ydy X

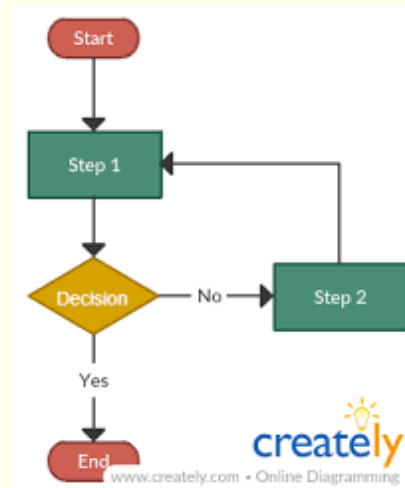
- Do not use **ambiguous questions** (i.e. one that contains more than one meaning that can be interpreted differently by different respondents)

Is your work made difficulty because you have children? Yes/No X

Defnyddio siart llif i ddechrau cynllunio

Using a Flowchart to start planning

- Bydd hyn yn eich helpu i gynllunio trefn y cwestiynau
- Gallwch ragweld y math o ymatebion
- Gallwch ragweld yr ystod o ymatebion



- This will help you plan the sequencing of questions
- You can anticipate the type of responses
- You can anticipate the range of responses

<https://www.youtube.com/watch?v=8z8XV1S7548>

Ysgrifennu cwestiynau - Ffocysu'r cwestiynau mewn dilyniant sy'n mynd o'r cyffredinol i'r penodol

Enghraifft da:

- Beth wnaethoch chi ei ddysgu yn ystod y wers? Sut wyt ti'n gwybod?
- Ydych chi'n gwybod beth sydd angen i chi ei wneud, er mwyn gwella eich dysgu ymhellach?
- Beth weithiodd yn dda i chi a pham?
- Sut y gellid gwella'r wers yn eich barn chi?

Enghraifft wael:

- Pa agweddau o'r addysgu weithiodd yn dda i chi a pham?
- Ydych chi'n gwybod beth sydd angen i chi ei wneud, er mwyn gwella eich dysgu ymhellach?
- Sut ydych chi'n meddwl y gellid gwella'r wers? Pam?
- Beth wnes ti ei ddysgu yn ystod y wers? Sut wyt ti'n gwybod?

Writing questions – Focus the questions in a sequence that goes from general to specific

Good example:

- *What did you learn during the lesson? How do you know?*
- *Do you know what you need to do, in order to further improve your learning?*
- *Which aspects of the teaching worked well for you and why?*
- *How do you think the lesson could be improved? Why?*

Bad example:

- *Which aspects of the teaching worked well for you and why?*
- *Do you know what you need to do, in order to further improve your learning?*
- *How do you think the lesson could be improved? Why?*
- *What did you learn during the lesson? How do you know?*

Cyn cynnal y cyfweiliad dylech:

Before conducting the interview, you should:

- Ysgrifennwch restr hir o gwestiynau yn ymwneud â'ch ffocws ymchwil.
- Culhau eich rhestr er mwyn i chi gael rhif addas ar gyfer eich cyfranogwyr
- Rhestrwch y cwestiynau fel eu bod yn gwneud synnwyr.
- **Peilota'r** cwestiynau gyda myfyriwr arall.
- Write a long list of questions relating to your research focus;
- Narrow down your list so that you have a suitable number for the age group of your pupils;
- Order the questions so that they make sense;
- **Pilot** the questions with another student.

Peilota offer ymchwil – Pam trafferthu?

Piloting research tools – Why bother?

Mae peilota'n hanfodol, i:

- sicrhau bod yr ymchwilydd wedi cynnwys cwestiynau sy'n angenrheidiol i fesur y cysyniad sy'n cael ei astudio (Dikko, 2016)
- helpu i nodi unrhyw ddiffygion neu gyfyngiadau o fewn dyluniad y cyfweiliad sy'n caniatáu addasiadau angenrheidiol i'r astudiaeth (Kvale, 2007)
- sicrhau **dilysrwydd** a **dibynadwyedd**.

Piloting is crucial, to:

- ensure that the researcher has included questions that are necessary to measure the concept being studied (Dikko, 2016)
- help identify any flaws or limitations within the interview design that allow necessary modifications to the study (Kvale, 2007)
- ensure **validity** and **reliability**.

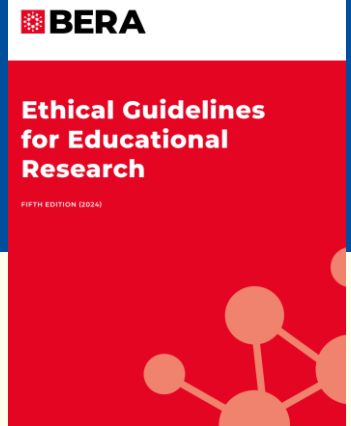
Cwestiynau i gefnogi eich ymchwil

Questions to support your research

- Beth yw **pwrpas** eich cyfweiliad?
- Pwy yw'r cyfranogwyr/ **sampl**?
- Pa **ddata** sydd eu hangen?
- Pa **gwestiynau** fyddwch chi'n eu gofyn?
- What is the **purpose** of your interview?
- Who are your participants? **sample**
- What **data** is needed?
- What **questions** will you ask?

Materion Moesegol

Ethical considerations



- Goblygiadau ar gyfer pŵer/goruchafiaeth yn y lleisiau sy'n cael eu clywed
 - Sicrhau bod llais y dysgwr yn cael ei glywed, ei werthfawrogi ac yn arwyddocaol
 - Cydsyniad (assent) a Chaniatâd (consent)
 - Anhysbysrwydd, cyfrinachedd, diffyg ymyrraeth, gonestrwydd, parch, ymwybyddiaeth.
- Implications for power/ dominance in the voices being heard
 - Ensure that the learner's voice is heard, valued and significant
 - Assent and consent
 - Anonymity, confidentiality, non-intrusion, honesty, respect, awareness
- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024>

Cryfderau a Chyfyngiadau Cyfweiliadau

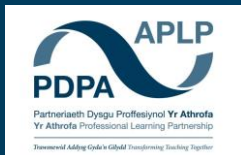
Strengths & Limitations of Interviews



<https://encrypted-tbn0.gstatic.com/images?q=tbn%3AAND9GcSHL1mC-rAGf1SX7fIowNYb5FQyB7raRWN8mfSiMSj1NYHAq2E0>



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Cryfderau Cyfweiliad

Strengths of interviews



- Cesglir gwybodaeth fanwl
- Yn hynod o hyblyg: gellir addasu'r sgwrs yn ôl yr ymatebion
- Lefel uchel o ymateb pan fydd y cyfweiliadau wedi cael eu trefnu o flaen llaw
- In-depth information gleaned
- Highly flexible: conversation can be adjusted according to the response
- High response rates when interviews are pre-arranged.

Cryfderau Cyfweiliad...

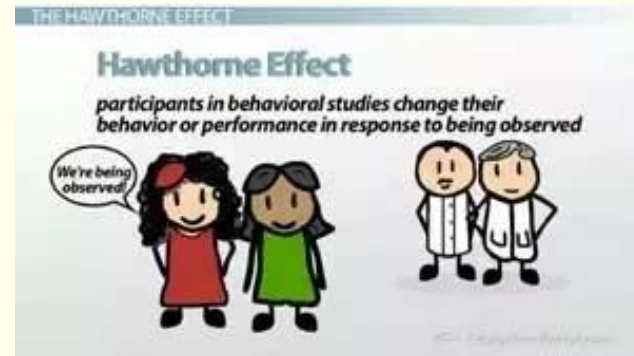
Strengths of interviews...

- Gall cyfweleion ddweud os ydynt yn ansicr neu os nad ydynt yn deall
- Mae eu natur bersonol yn golygu bod gan ymatebwyr lais cryf
- Gellir rhoi ystyriaeth i iaith y corff ac arwyddion eraill.
- Interviewees can say if they are unsure or do not understand
- Personal nature means that respondents have a strong say
- Body language and other cues can be considered.

Cyfyngiadau/ Anfanteision

Limitations/ Disadvantages

- Mae '**effaith y cyfwelydd**' yn golygu bod y data'n seiliedig ar yr hyn y mae pobl yn ei ddweud yn hytrach nag ar yr hyn y maent yn ei wneud.
- Gall cyfweliadau gymryd llawer o amser a defnyddio llawer o adnoddau, e.e. teithio, offer
- '**interviewer effect**' means that data is based on what people say rather than what they do
- Interviews can be time-consuming and resource heavy, e.g., traveling equipment.



<https://www.youtube.com/watch?v=eIOYtsxfNU0>

Cyfyngiadau/ Anfanteision

Limitations/ Disadvantages



- Mae'n anodd sicrhau cysondeb a gwthrychedd oherwydd bod y cyddestun mor benodol
- Efallai y bydd rhai grwpiau'n amharod i gael eu cyfweld, e.e. plant teithwyr
- Mae perygl o ofyn cwestiynau arweiniol, e.e. 'Onid yw'n wir bod...?
- Consistency and objectivity are difficult to achieve because context is so specific.
- Some groups may be reluctant to be interviewed, e.g., Gypsy/Travellers.
- Danger of asking leading questions, e.g. 'Isn't it the case that...?

Beth efallai yw'r anawsterau sy'n ymwneud â chyfweld â phlant a phobl ifanc?

- Tynnu sylw i ffwrdd yn hawdd, rhychwant sylw cyfyngedig;
- Gwelir yr ymchwilydd fel ffigwr awdurdod (sy'n cysylltu ag ystyriaethau moesegol);
- Nid yw plant bob amser yn glir yn eu hymatebion;
- Gall plant ddweud beth maen nhw'n meddwl mae'r ymchwilydd eisiau ei glywed yn hytrach na'r hyn maen nhw'n ei feddwl/ei deimlo mewn gwirionedd;
- Gellir gweld cyfweliad fel prawf;
- Gall plant fod yn amharod i wrth-ddweud oedolyn neu haeru eu hunain;
- Gall plant fod yn betrusgar ac yn nerfus.

Cohen, Manion & Morrison, 2018

What might be the difficulties relating to interviewing children?

- Easily distracted, limited attention span;
- Researcher seen as an authority figure (link to ethical considerations);
- Children are not always clear in their responses;
- Children may say what they think the researcher wants to hear rather than what they really think/feel;
- Interview may be seen as a test;
- Children may be unwilling to contradict an adult or assert themselves;
- Children may be inarticulate, hesitant and nervous.

Cohen, Manion & Morrison, 2018

Tasg Unigol

Individual Task

- Ysgrifennwch rhai brawddegau yn trafod manteision a chyfyngiadau **cyfweliad** fel offeryn ymchwil.
- **Cofiwch gefnogi eich sylwadau gyda llenyddiaeth.**

- Write a few sentences discussing the strengths and limitations of using **interviews** as a research tool.
- **Remember to support your points with literature.**



Denscombe, M. (2014) *Good Research Guide*. 5th edition. Maidenhead: Open University Press (Chapter 12*)
(Copi ar gael/Copy available – Moodle*)

Cyfeiriadau References

Cohen, L., Manion, L. and Morrison, K. (2013) *Research Methods in Education*. London: Sage Publications Ltd. (Copy available on Moodle) <https://islmblogblog.wordpress.com/wp-content/uploads/2016/05/rme-edu-helpline-blogspot-com.pdf>

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Dikko, M. (2016) 'Establishing Construct Validity and Reliability: Pilot Testing of a Qualitative Interview for Research in Takafu' *The Qualitative Report*, 21(3), 521-528.

Ponizovsky-Bergelson, Y., Dayan, T., Wahle, N. & Roer-Strier, D. (2019) 'A Qualitative Interview With Young Children: What Encourages or Inhibits Young Children's Participation?' *International Journal of Qualitative Methods*, 18, pp1-9.

<https://journals.sagepub.com/doi/full/10.1177/1609406919840516>

Beth yw eich cwestiynau?

What questions do you have?



Tasg Gyfeiriedig 3 - Directed Task 3

- Dechrau ysgrifennu am ‘**Offer ymchwil**’ – Adran ‘Methodoleg’ o’r Aseiniad.
- Cofiwch gefnogi eich sylwadau gyda llenyddiaeth.
- Begin writing up the ‘**Research Tools**’ – Methodology section of the assignment.
- Remember to support your claims with literature.

Methodoleg (tua 900 o eiriau):

Yn yr adran hon dylech amlinellu eich dyluniad ymchwil a chyfiawnhau a gwerthuso’n feirniadol eich offer ymchwil (*holiadur a chyfweliad*). Dylech ddarparu gwybodaeth digonol am eich dyluniad ymchwil a’r sampl fel y gellid ailadrodd yr astudiaeth (e.e. *sampl – cyfranogwyr; nifer yr holiaduron, cyfweliadau; sut y dadansoddwyd y data* (e.e. *data meintiol – graffiau/tablau; data ansoddol – trawsgrifiadau/codio*). Dylech hefyd arddangos eich gwybodaeth a’ch dealltwriaeth o bwysigrwydd moeseg mewn ymchwil (e.e. *cyfeirio at eich ffurflen foeseg, canllawiau BERA, ffurflen caniatâd, cydsynio, cyfrinachedd, anhysbysrwydd, ayyb*).

Methodology (approx. 900 words):

In this section you should outline your research design and justify and critically evaluate your chosen research tools (questionnaire and interviews). You should provide sufficient detail about the research design and sample that the study could be replicated (e.g., *sample – participants, number of questionnaires, interviews; how the data was analysed* (e.g. *quantitative data (graphs/tables); qualitative data (transcripts/coding)*). You should also demonstrate your understanding of ethical issues when conducting research in a classroom (*making links to the Ethics from in the appendix, BERA Guidelines, consent form, confidentiality, anonymity, etc*).

Er enghraifft / For example:

Denscombe, M. (2014) *Good Research Guide*. 5th edition. Maidenhead: Open University Press (Chapter 12*) (Copi ar gael/Copy available – Moodle*)