

**A critical evaluation and the identification of next
teaching and learning steps focusing
on a case study of an individual learner or a group
of learners, based on an observed critical incident.**

Introduction

Learning has long been of high interest to educational psychologists and many people have delved deep into this vast topic with key figures being the likes of Piaget, Vygotsky, Pavlov but there are many, many more. With so many varying theories offered to us explaining how we learn, it has led to vast amounts of research looking into many different factors that could affect how we teach and learn. Topics such as the nature of education (Lukasiewicz, 1994; Green, 1997; Furedi, 2004; Stevens, 2004), lifelong learning (Tight, 1998; Bartlett, 2003; Crowther, 2004), leadership in education (Law and Glover, 2000; Coleman and Briggs, 2002; Anderson and Bennett, 2003) and so much more. Wales is currently on the verge of embarking upon a new curriculum which has been guided by the ideas of Donaldson (Donaldson, 2015). All schools in Wales will adapt their philosophies to deliver the purposes set out in Donaldson's literature and understanding how children learn is vital to being able to deliver these principles. This essay will look into an observation that I have made while on placement for University of Wales Trinity St. David. I will link one learning event that I have witnessed to relevant literature and conclude on how this will positively affect my future practice.

Observation

The learning event that I witnessed happened in a small, same sex secondary school in a small town in south Wales. There are around 750 students and the school has recently improved on their last Estyn report, which was in 2018, to a point where the school no longer needs monitoring. Its pupils come from a catchment area of approximately 40 square miles and it holds close links with neighbouring schools and its feeder primary schools. A large number of pupils attend the school from outside of the catchment area as a result of parents exercising their right to having a choice of school. The critical incident that I witnessed took place in a year 8 drama lesson which had a class size of 24. All ethical considerations were taken into account before the observations took place. To ensure anonymity, the names of

schools, head teachers, teachers and pupils are kept, and will remain, confidential throughout this essay.

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Methodology

The methodology used for this research was the use of class observations. Kawulich (2012) states that observation is used for collecting data about processes and individuals and that it is also a tool used regularly to collect data by teacher researchers in their classrooms.

Ciesielska et al (2018, p.33) believes that Observation is one of the most important research methods in the social sciences and that it is one of the most diverse as it includes several types and approaches and observation can be known as the basis of everyday social life for most people as we are observers of behaviours and of surroundings. There are arguably 3 different methods of observation so it was important to choose the right method for my study, 'In participant observation, the researcher strives towards an "immersion" in a specific culture, preferably for a longer period of time, in order to acquire an insider understanding of this culture either as a (marginal) member or as a visitor. In non-participant observation, the researcher tries to understand the world, relationships, and interactions in a new way, without prevalent categorizations and evaluations,' (Ciesielka et al, 2018, p.34).

For the purpose of my study, non-participating observation was important as it enabled me to quietly conduct my research and enabled me to write in detail about the critical incident, 'Whether you, as a researcher, are interested in studying an educational setting, an Observation is the systematic description of the events, behaviours, and artefacts of a social setting,' (Marshall & Rossman, 1989, p. 79). In order to achieve this I observed many lessons throughout the period of one week. While making these observations I made notes onto an observation sheet about critical incidents that happened during the lessons (as seen in appendix 1,2,3,4). A mixture of lesson types and year groups were observed from year 8

Drama to year 10 English lessons. The specific questions that were answered on the sheets focused on: classroom culture; objectives; direction; access and challenge; assessment; and specifics/critical incidents. Once these were completed I then filled out an ARC sheet (appendix 5, 6, 7, 8) which detailed my personal response with regard to: feelings; remember and understand; evaluate and analyse; and conclusions and actions. Once these were all completed, I then chose the incident which stood out most to me and pursued analysing it with regard to relevant literature. The aim of the study was to develop my teaching practice by learning from the critical incident with regards to its pros and cons and even better ifs.

Four purposes

Donaldson's four purposes are playing a pivotal role in developing the curriculum these four purposes are: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society (Donaldson, 2015).

The learning event that I witnessed contributes to at least three out of the four purposes. It satisfies the need for creating ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society. The teachers instruction encouraged the students to tackle the task with passion and enthusiasm in the actions that they portrayed from the story and this encourages the students to be ambitious and capable learners who are ready to learn and adapt on the spot. The random selection process mixed into this task also developed the students more into being enterprising, creative contributors ready to play a full part as no student was left without a task or without the pressure of not knowing when you will be called upon to create in front of a whole class. It also breeds confidence within the students as it pushed them outside of their comfort zones and forced them to engage in what was considered by many of the students (judging by their reaction to being picked being giggling awkwardly and blushing) an embarrassing few seconds of attention. Overcoming this awkwardness, embarrassment and social pressure will build a resilient student who is not afraid to tackle problems that they will come across in life and the will flourish in difficult situations. The teacher also bred confidence in their pupils by giving them praise if they excelled in the task which meant that they would have more confidence in future variations of tasks with a similar goal. By hitting 3 out of 4 of the purposes, this lesson proves to be a strong and worthy lesson for the teacher to give and the students to receive. Donaldson believes that if these four purposes are met

then students will be able to develop into high achieving learners who can take the knowledge learnt in school out into the wider community and become assets to themselves and others. Having lessons like this are great for achieving this goal as they focus on delivering Donaldson's ambitions.

Literature Review

As mentioned earlier, educational psychology has long been a topic of high interest for psychologists and this is supported by Brophy (2003) who states that for the 100 years that educational psychology has existed; some people have believed it means that the methods of psychology should be applied to the study classroom and school life whereas others believe that educational psychology is knowledge gained from psychology and implemented on the classroom. Leading pioneers in learning theory are researchers such as Pavlov, Piaget and Vygotsky and they all have a different perspectives to how we learn and develop academically.

A certain aspect of my critical incident shows how praise/reward affects student engagement with the lesson. Pavlov (1927) produced studies that involved using dogs and he discovered that the dogs would produce more saliva when there was a distinct smell of food and he believed that this was an unconditional response. He developed his test and added a conditional stimuli with a bell that would ring before he fed the dogs. After a while, just the sound of the bell with no reward of food would make the dogs salivate but if Pavlov continued this for a long period of time the learned conditional response deteriorated until eventually the dogs did not respond with saliva to the bell. This approach is a behaviourist approach and Pavlov's studies aided research into this topic. Woolfolk et al (2008) state that the principle discovered by Pavlov is the core of the behaviourist approach and is known as classical conditioning. Some people fully support this method where-as others are more critical, Chance (1993, p.788) believes that behavioural psychologists emphasise that we learn by acting on our environment and that cues such as praise and reward are beneficial to both student and practitioner where-as Jordan et al (2008) believes that behaviourists see children as empty vessels and use the term conditioning rather than learning because they see external factors, such as offering rewards for completing their work, to be most important for task completion which eventually leads to learning. Many researchers have claimed that this theory is not as effective as Pavlov would have you believe and many psychologists believe that rewarding children will lead to them losing interest in learning for learnings sake (Deci, 1975; Deci and Ryan, 1985; Keavney and Drake, 1996). Studies suggest that reward programmes on students who are interested in a subject will actually deter their natural enthusiasm for the subject and if the reward system is removed it can cause them to have negative feelings towards the subject. Mueller and Dweck (1998) believe that it does not

take into account an individual's internal motivation and they believed that animal-based research was far too simplistic and that once students failed they would be less persistent and enjoy the task less than a peer who had recently been praised earlier for working hard.

If you disagree with the behavioural theories then the chances are that you believe in a constructivist approach. Constructivism is a very broad term used by people to describe Constructivist perspectives which revolve around Piaget and Vygotsky and their renowned work. Arguably, there is no one constructivist way of learning but it can be whittled down to two main ideas, 'learners are active in constructing their own knowledge and that social interactions are important to knowledge construction,' (Bruning et al, 2004, p.195). Piaget is considered by many to be the main influence for constructivism and he believed that humans learn through cognitive conflict: when someone's knowledge is challenged by new evidence or experience (Piaget, 1972). Moshman (1982) describes Piaget's views that new knowledge is abstracted from old knowledge and that knowledge is not a mirror but is something that grows within. Moshman (1997) declares that Piaget's way of thinking was the first wave of constructivism but that it potentially has its limits as he didn't believe that learning was a social thing and believed far more in the individual than a wider group learning process. This links to my critical incident as the students were learning new information on the spot and were individually called upon to contribute an action from the story which they would have used previous learned miming skills to do so. They were challenged with new information and used prior knowledge to help tack the task. However, the incident that I witnessed appeared to be more collaborative than individual.

Vygotsky, who was also a constructivist theorist with his work considered by many to be the second wave of constructivism, focused on how important social interaction was to an individual's learning (Paris, 2001). Cole (1985) believes that Vygotsky's concepts such as the zone of proximal development (ZPD) where a child can solve a problem with scaffolding help from a teacher or more able student are key to understanding social constructivism. The ZPD is the level of development that is determined through solving problems independently under adult guidance or working with peers of similar or higher levels (Vygotsky, 1978, p.86). For development to emerge in a learner there must be social interaction and dialogue is vital between pupil and teacher or pupil and pupil (Vygotsky, 1978). Serpell (1993) believes that this type of cognition creates culture because the teacher and the students work together to add to the student's repertoire of knowledge and that it enables the students to understand and develop new solutions to new problems. Windschitl (2002) believes that one way of integrating individual and social constructivism is to think of knowledge as individually constructed and then socially mediated and the students involved in my critical incident used what they had learnt individually to then show it

to the rest of the group to help each other gain new skills and knowledge. Cowie and Van Der Aalsvort (2000) suggest that one criticism of Vygotsky's work is that it is stated that guidance must be provided to the student by an adult or a more competent peer but, in fact, research has shown that learning can occur in interactions between students who have a similar level and standard of understanding and this was shown in my critical incident because even though it was a mixed level class the subject was new to them all as they had all started this year and they all seemed to be at a very similar level and all aided each other's learning by showing each other how to make certain actions and by providing support with praise for one another. This does however mean that Vygotsky took a much different approach to Piaget as he understood the value and importance that teachers have on a student's learning and maintaining stimulating dialogue. Teachers use scaffolding for cognitive support to aid students in solving problems that they may not be able to do while working alone and the teacher in my critical incident gave clear instructions and advice before setting off on the task by showing them some examples of how to act on the spot from a piece of text. Fernandez et al (2015) states that scaffolding can involve providing feedback to the students, prompting discussions by asking questions and getting children to participate outside of their comfort zones - all of which were involved in my incident and provided for by the teacher.

Relevant to my incident and key styles of learning that have come from constructivism are collaborative and cooperative learning which involves a group of people learning together and is commonly used and is an effective tool for teachers within the learning environment, 'Collaborative learning is concerned with constructing meaning through interactions with others,' (Woolfolk et al, 2008, p.410). Gillies (2003) differentiates collaborative and cooperative learning by saying that collaboration relates to how you deal with working with individuals and respecting differences whereas cooperation means that you work within a group to achieve a shared goal by learning, acting and talking together. Problems with this method can include social anxiety for students who are less able to cooperate in big groups and who shy away from getting fully involved due to embarrassment or worry; this could cause them to become distressed as they may feel that they are not contributing enough to the wider learning of the class. This could make them feel inadequate and could affect their attainment and learning. However, during my learning event every student participated when called upon and the shyer of the students were given encouraging support by the teacher and their peers.

Reflection and Analysis

In my incident the teacher used strategies from all of the different learning theories that are outlined in the researched literature and, in my opinion, the teacher did this with a high level and amount of effectiveness.

I will begin by analysing the teachers use of the behaviourist theory of using a rewarding system. The teacher mainly did this by offering and giving praise to students who particularly impressed during the activity. The teacher would say to the pupils things like “really good actions”, “great work”, “lovely idea”. This had a positive effect upon the learning as it made students feel good for their contributions and it also encouraged other students to work a bit harder in order to receive similar praise. This urge to receive praise could have momentarily eradicated the fears of social pressure as they would see that other students were not afraid and that the teacher really wanted the pupils to give it their all. I think that this was really effective and I will definitely implement this style into my future practise as I want my pupils to feel appreciated when they go the extra mile to impress me with their work. I also want to encourage other students to improve and want to impress and I will do this by offering constructive and positive criticisms to their work; I will do this by saying things such as “it was a great effort but I think it would be even better if.” While I think that praise and reward is important, I appreciate that too much reward is damaging and can negatively impact a learner’s learning. Therefore I will ensure to carefully allocate my praise and reward so as to not overdo it.

Secondly, I will analyse the teachers effective use of collaborative and cooperative learning. The whole class worked together to produce actions which helped build the story and their understanding of the story which supports Woolfolk et al’s (2008) literature that suggests that learning together as a whole class is beneficial to student’s development. The random selection that was used made the lesson fun and exciting as each student anticipated their turn and listened intently to the story so as to not miss their instructions; they also analysed their peer’s actions to see the standard that was being set ready for their turn. This lead to whole class participation for the duration of the learning incident and enabled the teacher to provide knowledge to the whole class at all times. The students were also able to encourage one another and provide support as they all knew the feeling of having the pressure to perform under scrutiny of their peers and the teacher. This prompted the students to laugh with one another and aid each other’s development which brought students out of their comfort zone and challenged them to do well. Some students even gave suggestions to students, who were on the spot and who couldn’t immediately think of a mime to do, and they acted out or gave verbal suggestions as to what their peer could do as a mime to the directions from the story. This has inspired me to ensure that I use collaborative and

cooperative learning in my future lessons as it enables all the students in the class to be involved with each other's learning and ensures that some students are not left behind. I will also endeavour to use random selection at times as this also improves student participation as it adds a small amount of pressure for them to stay focused and on task. I will need to be careful with how much pressure I place upon students and must understand that some students will feel extra pressure when put to task in front of a whole class so I will ensure that I build up from easy tasks at the start of the year before progressing into harder tasks throughout the course of the academic year/s.

Conclusion

To conclude, after observing many different lessons and identifying and writing down critical incidents and reflecting on what I had witnessed, I have learnt a lot about how to work with and deal with teaching students difficult topics and it has taught me how to conduct my future practice. The learning event that I witnessed showed how collaborative and cooperative learning between a large group of students and a teacher can be used to improve learning and understanding. By engaging with the story as a group and seeing each other's individual ideas and styles meant that the pupils who I observed were able to help each other to understand a new text and a new method of dramatic acting. The learning that is discussed here lines up with Vygotsky's social constructivist theories who understood the power that social interaction has when used as a tool for enhancing a student's understanding. After witnessing this learning event and researching for a better understanding into learning theories, such as social constructivism, I will use the insight gained to improve my future teaching by enabling cooperative and collaborative learning in my classes. I will do this by promoting discourse and discussion and I will use the tool of randomly selecting students as it will ensure that all students are attentive and involved and that no one will silently fall behind with their work. While I understand that Pavlov's theories are limited; I will still endeavour to award praise and give criticisms to my students as I believe that this helps to make a student feel good and capable but also determined to improve and impress. I think the best way to do this is verbally by saying things like "good job" or "it is good but it would be even better if."

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Appendix

Appendix 1:

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date:	Sept 2019
Lesson details:	Year 8 DRAMA LESSON
Classroom culture (Are the students focused on learning?)	All students are focused and paying very good attention and are actively getting involved.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The purpose is to learn 'A Christmas Carol' story and act out actions that are being described from the story by the teacher.
Direction (Are the students clear about what they are doing and how to do it well?)	The teacher gave examples before the task started. The students are doing very well with the task and seem to be enjoying it even if they feel a bit embarrassed.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	It is easy for all students to participate. Even the shy students are engaging and it is a suitable challenge for them all.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- Teacher uses prior learning to remind the students of previous similar tasks and encourages them to use these skills during the task.
- Teacher randomly chooses students to act as she reads through the story so every student gets a chance.
- States that she will continue next lesson to assess if they have learnt from teaching experience.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

- Random Selection. - it keeps all students attentive.
- Cooperative Learning - Everyone is working together to achieve a goal.
- Praise and criticism from teacher and peers.
- Inclusive learning - Everyone can take part.

Appendix 2:



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Sept 2019
Lesson details: Year 9 FRENCH
Classroom culture (Are the students focused on learning?) Students are focused No talking while teacher is teaching.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Purpose is to ~~learn~~ ^{recall} vocab that they have learnt so far.
Direction (Are the students clear about what they are doing and how to do it well?) The Students are clear as the teacher has given great instructions and is engaging with students at random to speak in French.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Pair work to help each other learn All students are engaging and are challenged



Prifysgol Cymru
Y Drindod Dewi Sant
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

constant questions to class
Praise for students when they pronounce
words well.
Repetition of phrases.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Cooperative learning

Random selection

Chrome books

Appendix 3:



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	24th Sept 2019
Lesson details:	Year 7 Music
Classroom culture (Are the students focused on learning?)	Students are chatty and disruptive. Playing instruments while teacher talks.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Purpose is to recall last lesson and finish learning a song.
Direction (Are the students clear about what they are doing and how to do it well?)	No, they are unclear and making mistakes.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Yes but many are not interested.



Prifysgol Cymru
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Yr Athrofa
Addysg a'r Dyniaethau
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Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Teacher struggles to keep their focus and it seems like too many groups to catch up with.

Yells at the class many times but it does not help.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Classroom management.

Collaborative learning.

Recapping.

Appendix 4:

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	4
OBSERVATION / FIELD NOTES			
(Questions adapted from Fletcher Wood (2016))			
Date:			
Lesson details: Yr 10 English Lesson.			
Classroom culture (Are the students focused on learning?) Students very focused No talking from the students Sometimes too quick for students.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) All students on task.			
Direction (Are the students clear about what they are doing and how to do it well?) Teacher addresses class really well, loud enough for all to hear. Teacher also opens questions up to the whole class.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Group work starter All students are involved and seem to enjoy the lesson and giving answers. Teacher aims to receive answers off every individual			



Prifysgol Cymru
Y Drindod Dewi Sant
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Constant questions to class
Chooses Students one after the other
Teacher's enthusiasm is beneficial.
Positive response from teacher when
Students get an answer right.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Teacher sat down, maybe could not see
at the back. Students chatting. She
had to sit down as she was highlighting a
sheet on a projector. Hand writing is not
easy to read on the board.
Time management
Students begin to leave less near the
end of the lesson.

Appendix 5:

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel like this is a really good experience. The lesson is very successful.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Incident includes cooperative learning Random selection adds pressure but with a fairly simple task makes the pressure easier. Praise
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Future lessons using this style would be beneficial. You could even make the task harder as students progress.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	No Solutions are needed as the incident was positive and well approached.
Y profiad newydd / Transformed experience	

Appendix 6:



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: Sept 2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The experience was positive and I felt that the lesson was a success.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Cooperative learning Inclusion Praise
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The random selection of students is good as it keeps the students attention. Future use of this will improve students learning.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	No solutions needed.
Y profiad newydd / Transformed experience	

Appendix 7:

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: Sept 2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Awkward experience and not a positive lesson.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Cooperative learning Inclusion.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Group work enabled children to help each other and everyone had a part of Day to play. Students seemed to enjoy it.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Better instruction from the teacher would have prevented the misunderstanding that led to anger.
Y profiad newydd / Transformed experience	

Appendix 8:

4

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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: Sept 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Positive experience
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Cooperative learning collaborative learning Inclusion
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Group work seemed to aid students learning a lot.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	No solutions needed.
Y profiad newydd / Transformed experience	

