



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Thema 9 - Safbwyntiau Byd-eang, Diwylliannol a Chymdeithasegol

Theme 9 - Global, Cultural and Sociological Perspectives

Deilliannau Dysgu

Learning Outcomes

- Critically analyse how culture, society and global contexts influence development, identity and wellbeing across the lifespan
- Apply sociological and developmental theories to evaluate global inequalities, migration, disability and the social construction of childhood and ageing
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Cwestiwn Allweddol

Key Question

How do culture and society shape development and wellbeing?

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Byddwn yn archwilio

We will explore

- Datblygiad trawsddiwylliannol
- Anghydraddoldebau byd-eang
- Ymfudo
- Anabledd
- Adeiladu cymdeithasol plentyndod
- Adeiladu cymdeithasol heneiddio
- Vygotsky, Bourdieu
- Mentrau lles byd-eang
- Cross-cultural development
- Global inequalities
- Migration
- Disability
- Social construction of childhood
- Social construction of ageing
- Vygotsky, Bourdieu
- Global wellbeing initiatives

Meddwl – Paru – Rhannwch weithgaredd

Think – Pair – Share activity

Beth sy'n siapio pwy rydyn ni?
What shapes who we?

Deall Diwylliant

Understanding Culture

Mae diwylliant yn cynnwys:

- Credoau
- Gwerthoedd
- Tollau
- Traddodiadau
- Iaith
- Normau cymdeithasol

Culture includes:

- Beliefs
- Values
- Customs
- Traditions
- Language
- Social norms

Deall Diwylliant

Understanding Culture

Diwylliant yn ddylanwadu:

- Ymddygiad
- Hunaniaeth
- Perthnasoedd
- Magu plant
- Agweddau tuag at les

Culture influences:

- Behaviour
- Identity
- Relationships
- Child-rearing
- Attitudes towards wellbeing

Cestiwn Allweddol

Key Question

A yw datblygiad yn edrych yr un fath ym mhobman?
A all fod un model cyffredinol o ddatblygiad?

Does Development Look the Same Everywhere?
Can there be one universal model of development?

Safbwyntiau Trawsddiwylliannol

Cross-Cultural Perspectives

Mae ymchwil trawsddiwylliannol yn archwilio:

- Tebygrwydd rhwng diwylliannau
- Gwahaniaethau rhwng diwylliannau

Cross-cultural research examines:

Similarities between cultures

Differences between cultures

Diwylliannau Unigolaidd a Diwylliannau Cydgasgliadol

Individualistic Cultures and Collectivist Cultures

“in individualistic cultures participation is mostly relevant to individuals, whereas in collectivistic cultures it is relevant to entire groups. Also, in collectivistic cultures, the entire group may be held responsible for the actions of its individual member”

(Sagie and Aycan, 2003)

Diwylliannau Unigolaidd a Diwylliannau Cydgasgliadol

Individualistic Cultures and Collectivist Cultures

Diwyllianna Unigolaidd/ Individualistic Cultures

“people have an independent self-concept, goals that are independent from others, behaviours driven by self-belief, and social interactions based on rationality”

(Triandis, 2018)

Diwylliannau Cydgasgliadol / Collectivist Cultures

people have an interdependent self-concept, goals that are dependent on others, norm-driven behaviours, and social interactions based on relationships

(Bhawuk, 2018)

Diwylliannau Unigolaidd vs. Diwylliannau Cydgasgliadol

Individualistic Cultures vs. Collectivist Cultures

Diwylliannau Unigolaidd	Diwylliannau Cydgasgliadol
Annibyniaeth yn cael ei werthfawrogi	Cyd-ddibyniaeth yn cael ei gwerthfawrogi
Cyflawniad personol	Llwyddiant grŵp
Ymreolaeth yn cael ei anogi	Cyfrifoldeb Ccmmunedol

Diwylliannau Unigolaidd vs. Diwylliannau Cydgasgliadol

Individualistic Cultures vs. Collectivist Cultures

Individualistic Cultures	Collectivist Cultures
Independence valued	Interdependence valued
Personal achievement	Group success
Autonomy encouraged	Community Responsibility

Enghreifftiau o wahaniaethau diwylliannol

Examples of Cultural Differences

Gall profiadau unigolyn fod yn wahanol ynglŷn â:

- Presenoldeb ysgol
- Cyfrifoldebau cartref
- Chwarae
- Cyflogaeth
- Disgwyliadau teuluol
- Hawliau

Individual's experiences may differ regarding:

- School attendance
- Household responsibilities
- Play
- Employment
- Family expectations
- Rights

Damcaniaeth gymdeithasol-ddiwylliannol Vygotsky (1934)

Vygotsky's Sociocultural theory (1934)

Damcaniaeth Gymdeithasol-ddiwylliannol: Mae dull Vygotsky yn pwysleisio rôl rhyngweithio cymdeithasol a diwylliant wrth lunio datblygiad gwybyddol. Credu bod swyddogaethau meddyliol uwch yn datblygu trwy ddeialogau cydweithredol o fewn cyd-destun diwylliannol

Diwylliant: Y gwerthoedd, credoau, arferion ac offer sy'n benodol i gymuned neu gymdeithas. Dadleuodd Vygotsky fod diwylliant yn dylanwadu'n fawr ar sut a beth mae unigolion yn ei ddysgu, trwy ddarparu offer addasu deallusol.

Damcaniaeth gymdeithasol-ddiwylliannol Vygotsky (1934)

Vygotsky's Sociocultural theory (1934)

Sociocultural Theory: Vygotsky's approach emphasizes the role of social interaction and culture in shaping cognitive development. Believing that higher mental functions develop through collaborative dialogues within a cultural context

Culture: The values, beliefs, customs, and tools specific to a community or society. Vygotsky argued that culture heavily influences how and what individuals learn, by providing tools of intellectual adaptation.

Natur gymdeithasol dysgu

The social nature of learning

Mae datblygiad yn digwydd trwy:

- Rhyngweithio cymdeithasol
- Iaith
- Offer diwylliannol
- Perthnasoedd

Development occurs through:

- Social interaction
- Language
- Cultural tools
- Relationships

Datblygu trwy gyd-destun diwylliannol

Development Through Cultural Context

Mae plant yn dysgu trwy:

- Aelodau'r teulu
- Athrawon
- Cyfranogiad cymunedol

Mae'r hyn sy'n cael ei ystyried yn wybodaeth bwysig yn amrywio yn ôl diwylliant

Children learn through:

- Family members
- Teachers
- Community participation

What is considered important knowledge varies according to culture

Globaleiddio a Datblygu

Globalisation and Development

Byw mewn Byd Cysylltiedig/ Living in a Connected World

“Globalisation is the process by which the world is becoming increasingly **interconnected** as a result of massively increased trade and cultural exchange”

(BBC, 2026)

Globaleiddio a Datblygu

Globalisation and Development

Enghreifftiau:

- Cyfryngau cymdeithasol
- Ymfudo rhyngwladol
- Addysg fyd-eang
- Cyfnewid diwylliannol

Mae manteision a heriau yn effeithio ar les yn fyd-eang.

Examples:

- Social media
- International migration
- Global education
- Cultural exchange

Benefits and challenges affect wellbeing globally.

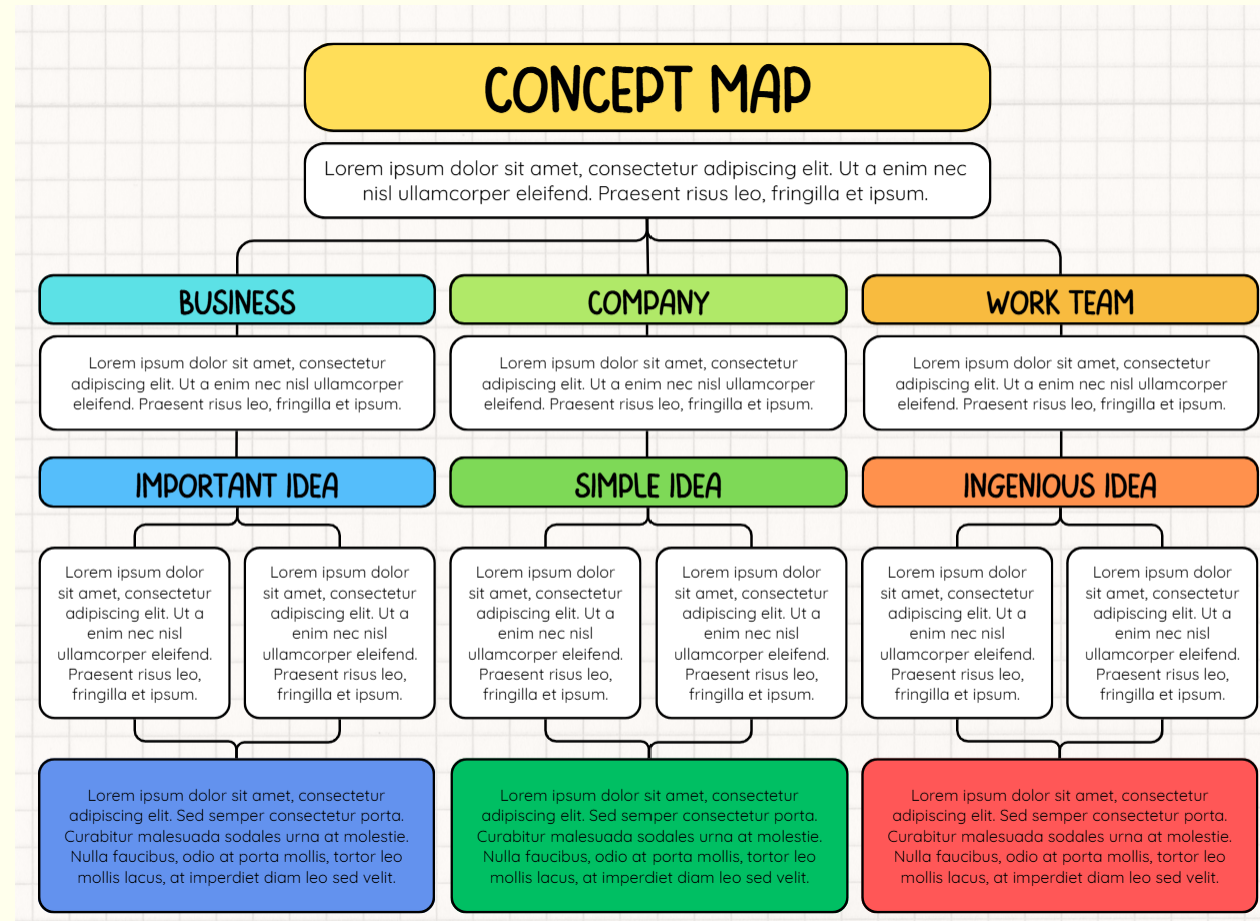
Anghydraddoldebau Byd-eang

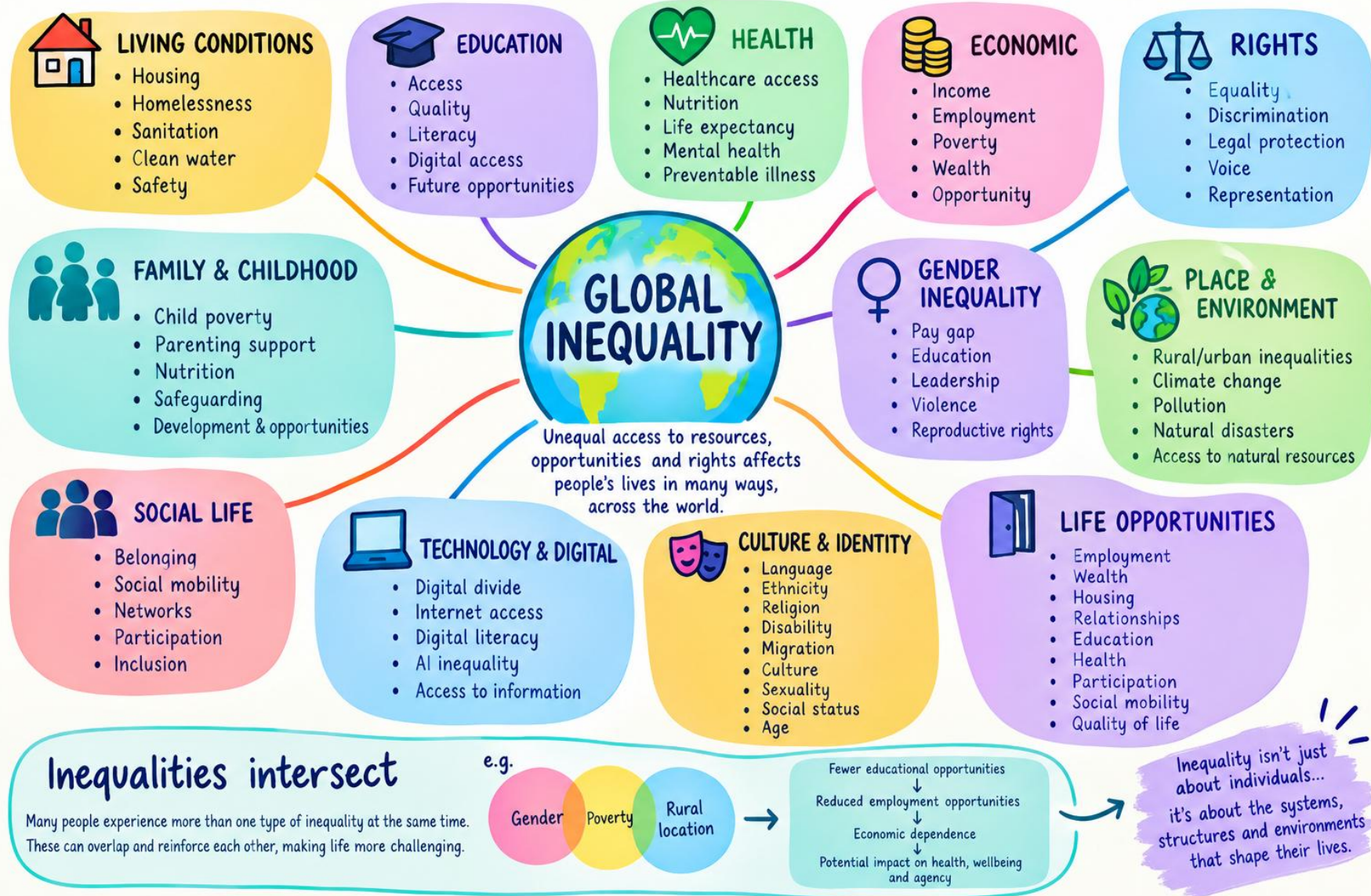
Global Inequalities

Creu map cysyniad o 'pa agweddau o fywyd sy'n cael eu heffeithio gan anghydraddoldeb?'

Create a concept map of 'what facets of life are affected by inequality?'

Esiampyl o Map cysyniad/ Example of concept map





Produced by
AI

Anghydraddoldebau Byd-eang

Global Inequalities

- Amodau byw
- Addysg
- Iechyd
- Economi
- Hawliau
- Rhyw
- Amgylchedd
- Cyfle
- Diwylliant a hunaniaeth
- Bywyd cymdeithasol
- Technoleg a digidol
- Living conditions
- Education
- Health
- Economy
- Rights
- Gender
- Environment
- Opportunity
- Culture and identity
- Social life
- Technology and digital

Penderfynnyddion Cymdeithasol o Lles

Social Determinants of Wellbeing

Pam mae rhai grwpiau yn profi canlyniadau gwell?

Why Do Some Groups Experience Better Outcomes?

Dadl yn y dosbarth

Class debate

I ba raddau mae lles yn gyfrifoldeb unigol?

To what extent is wellbeing an individual responsibility?

Damcaniaeth Pierre Bourdieu ar Gyfalaf Diwylliannol (1977)

Pierre Bourdieu's theory on Cultural Capital (1977)

Dadleuodd Bourdieu fod anghydraddoldebau cymdeithasol yn cael eu hatgynhyrchu trwy gymdeithas.

Cysyniadau allweddol:

- Cartref
- Cyfalaf
- Maes

Mae'r rhain yn helpu i esbonio pam nad yw cyfleoedd yn cael eu dosbarthu'n gyfartal.

Bourdieu argued that social inequalities are reproduced through society.

Key concepts:

- Habitus
- Capital
- Field

These help explain why opportunities are not equally distributed.

Ffurfiâu Cyfalaf Bourdieu

Bourdieu's Forms of Capital

Capital Beyond Money

Economic Capital

- Income and wealth

Cultural Capital

- Knowledge, qualifications and experiences

Social Capital

- Networks and relationships

Capital Beyond Money

Economic Capital

- Income and wealth

Cultural Capital

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Social Capital

- Networks and relationships

Defnyddio Bourdieu

Applying Bourdieu

Trafodaeth Astudiaeth Achos

Mae dau blentyn yn mynychu'r un ysgol.

Mae gan un:

- Llyfrau gartref
- Mynediad at diwtoriaid
- Profiad teuluol o'r brifysgol

Nid yw un yn ei wneud.

Sut allai Bourdieu esbonio canlyniadau gwahanol?

Case Study Discussion

Two children attend the same school.

One has:

- Books at home
- Access to tutors
- Family experience of university

One does not.

How might Bourdieu explain differing outcomes?

Safbwyntiau Anabledd

Disability Perspectives

Deall Anabledd

Dau safbwynt cyffredin:

Model Meddygol - Yn canolbwyntio ar nam a diagnosis.

Model Cymdeithasol - Yn canolbwyntio ar rwystrau a grëwyd gan gymdeithas.

Cwestiwn: Pa fodel sy'n hyrwyddo cynhwysiant yn well?

Understanding Disability

Two common perspectives:

Medical Model - Focuses on impairment and diagnosis.

Social Model - Focuses on barriers created by society.

Question: Which model better promotes inclusion?

Adeiladwaith Cymdeithasol Plentyndod

The Social Construction of Childhood

Plentyndod fel adeiladwaith cymdeithasol

Dadlodd James a Prout (1990) y syniad bod plentyndod yn gyffredinol.

Roedden nhw'n dadlau:

- Mae plentyndod yn amrywio ar draws cymdeithasau.
- Mae plentyndod yn newid dros amser.
- Mae profiadau plant yn wahanol yn ôl diwylliant.

Childhood as a Social Construction

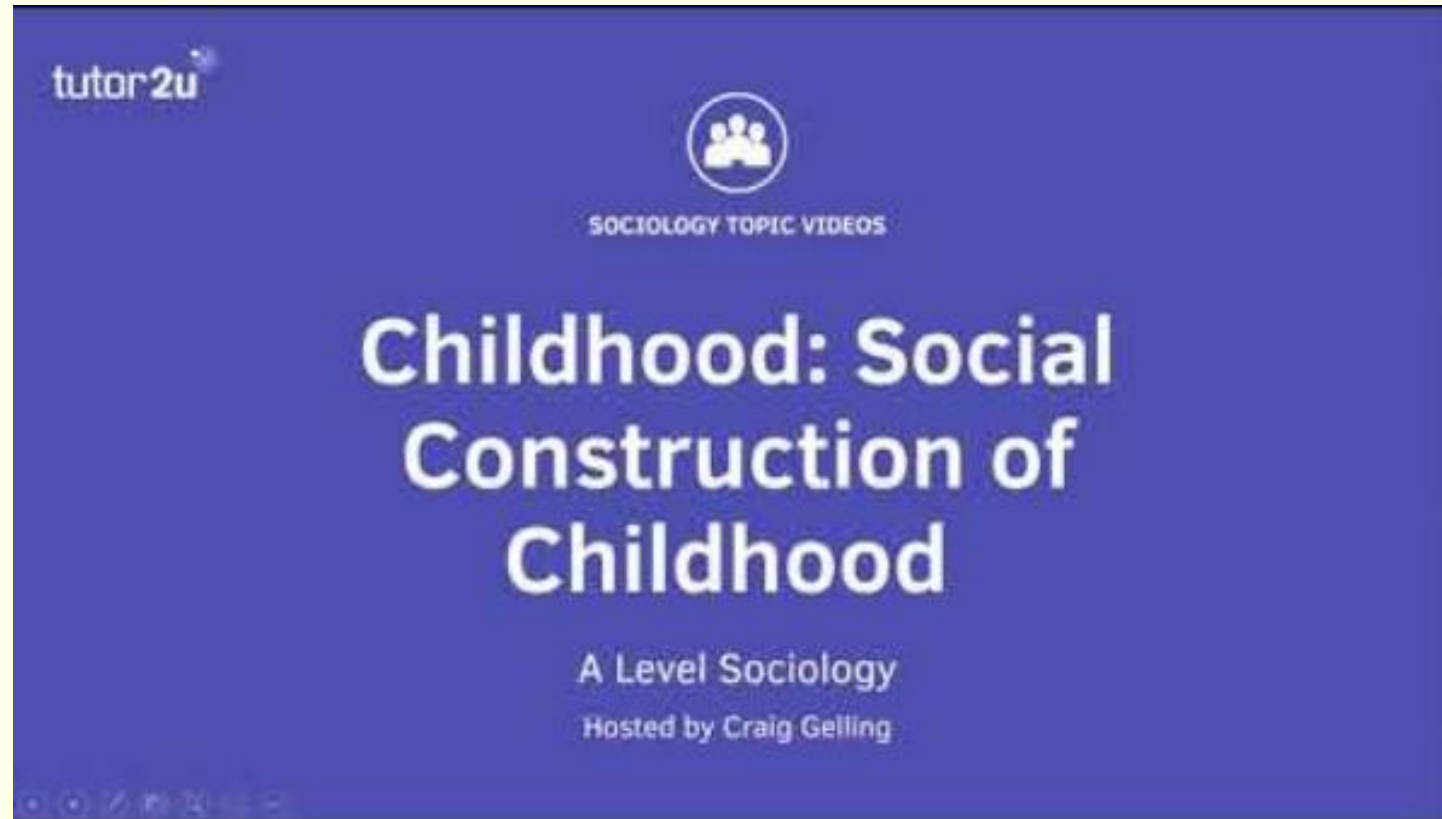
James and Prout (1990) challenged the idea that childhood is universal.

They argued:

- Childhood varies across societies.
- Childhood changes over time.
- Children's experiences differ according to culture.

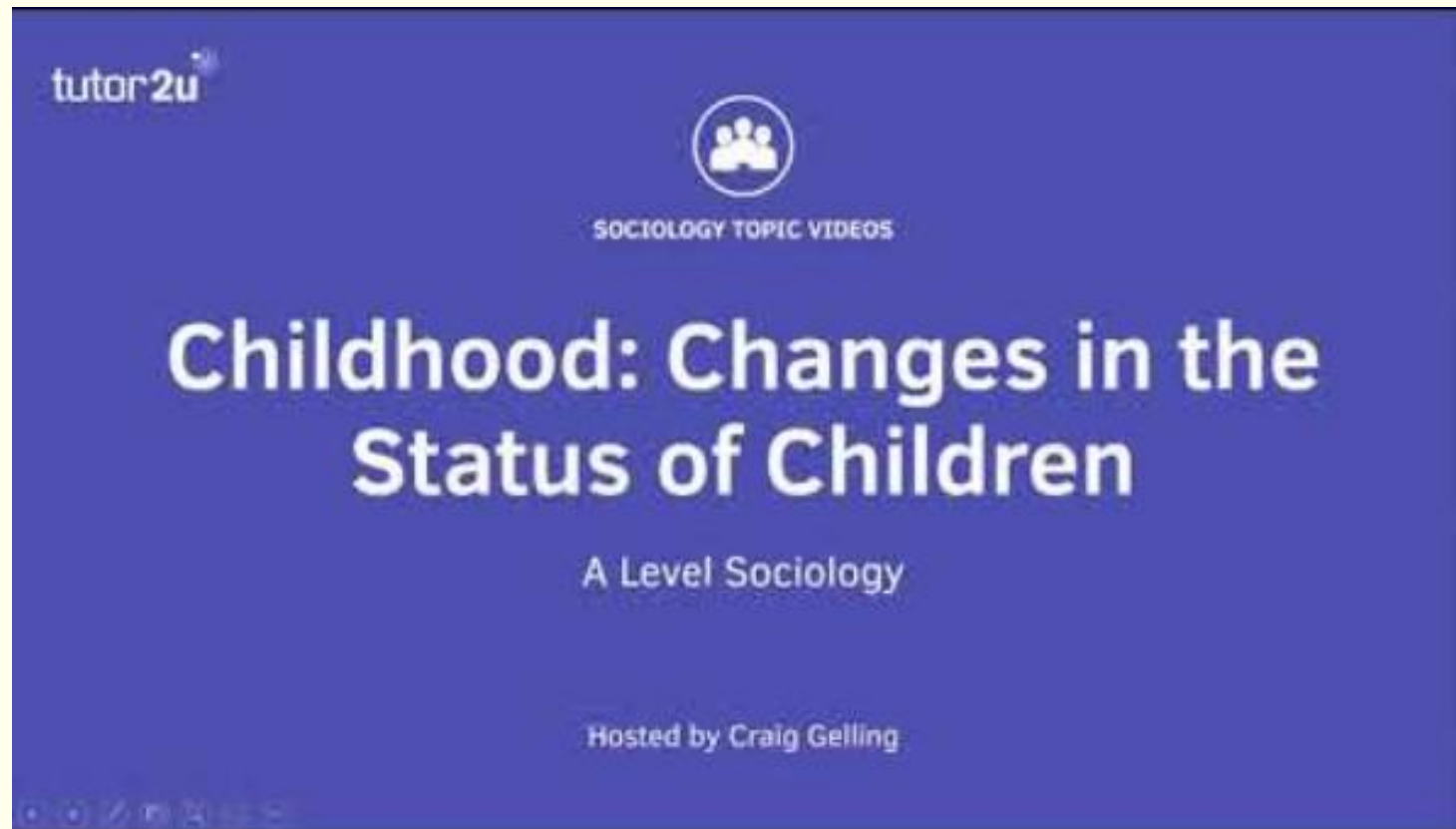
Adeiladwaith Cymdeithasol Plentyndod

The Social Construction of Childhood



Newidiadau yn statws plant

Changes in the status of children



Gweithgaredd

Activity

Creu cynrychiolaeth weledol o sut mae cyfnod 'Sut mae plentynodod wedi newid dros amser?' Gan ddechrau yn y 1500au hyd heddiw

Create a visual representation of how the period of 'How Has Childhood Changed Over Time?' Starting in the 1500's to the present day

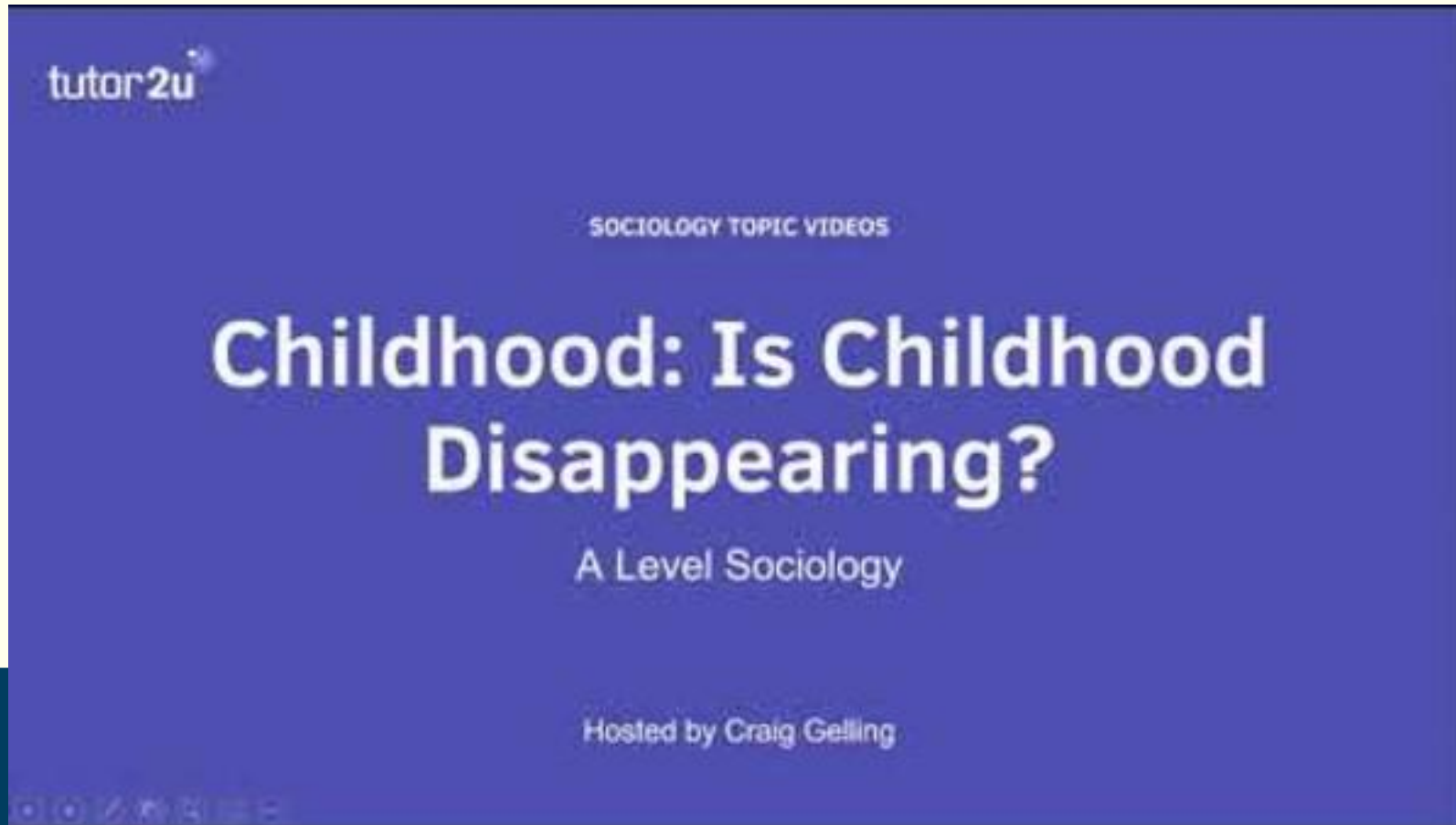
Plentyndod drwy'r amseroedd

Childhood through the times

Children were once viewed as:	Children are now viewed as
Economic contributors	Needing protection
Workers	Being valued
Small Adults	Deserving of education
Less important than adults	Having rights
Not worthy of investing time and money in because of high death rates	The future of society so worth investing the time and money

Ond!
But!

Ydyn ni'n colli plentyndod?/Are we losing childhood?



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Adeiladwaith Cymdeithasol Heneiddio

The Social Construction of Ageing

A yw heneiddio wedi'i adeiladu'n gymdeithasol?

Mae syniadau am heneiddio yn amrywio ar draws diwylliannau.

Mae'r cwestiynau'n cynnwys:

- Pa oedran yw "hen"?
- Sut ddylai oedolion hŷn ymddwyn?
- Pa rolau ddylai pobl hŷn eu hystyried?

Is Ageing Socially Constructed?

Ideas about ageing vary across cultures.

Questions include:

- What age is "old"?
- How should older adults behave?
- What roles should older people occupy?

Heneiddio ar draws diwylliannau

Ageing Across Cultures

Gwahanol Safbwyntiau Diwylliannol

Mae rhai cymdeithasau yn pwysleisio:

- Parch at henuriaid
- Byw rhwng cenedlaethau
- Cyfrifoldeb cymunedol

Efallai y bydd eraill yn pwysleisio:

- Annibyniaeth
- Cyfrifoldeb unigol

Different Cultural Perspectives

Some societies emphasise:

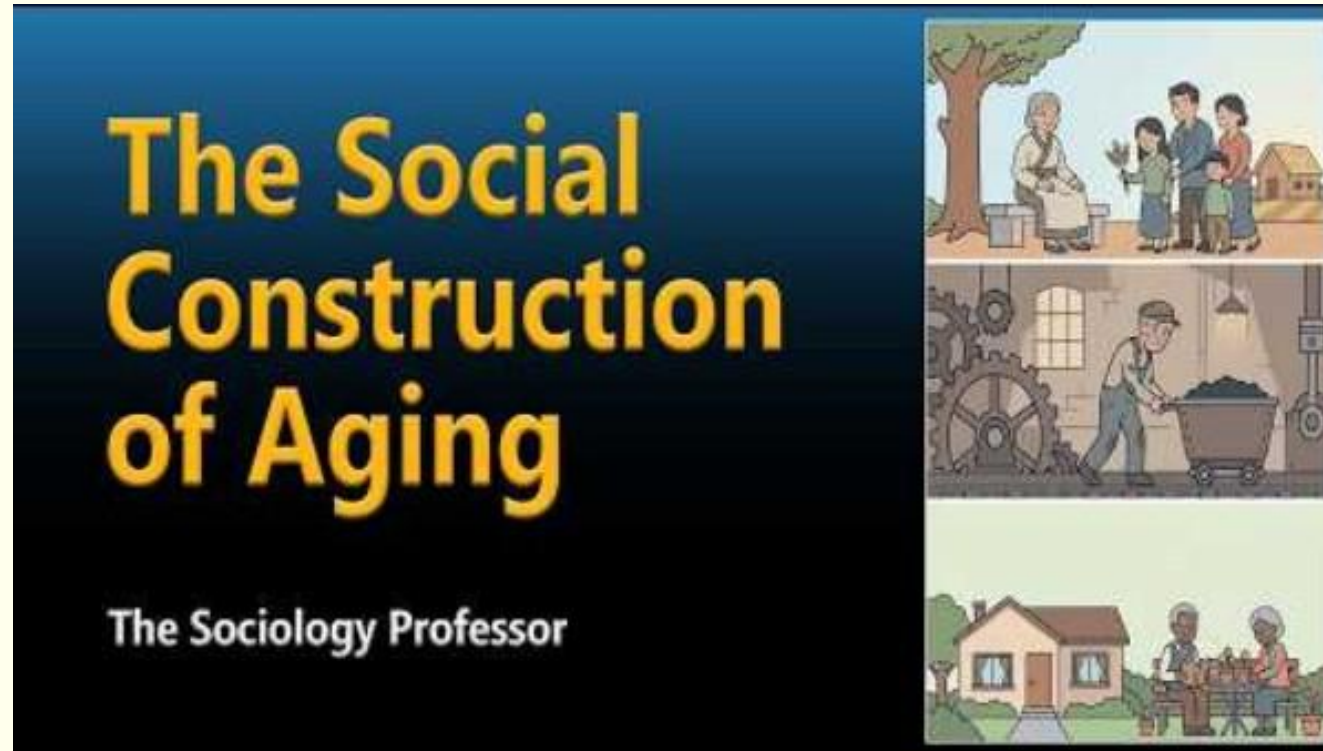
- Respect for elders
- Intergenerational living
- Community responsibility

Others may emphasise:

- Independence
- Individual responsibility

Adeiladwaith Cymdeithasol Heneiddio

The Social Construction of Aging



Gweithgaredd Astudiaeth Achos Ryngwladol - Cyflwyniad

International Case Study Activity - Presentation

Cymharu Gwledydd

Mewn grwpiau bach cymharwch ddwy wlad wahanol iawn o ran y canlynol:

- Plentyndod
- Addysg
- Bywyd teuluol
- Cynhwysiant anabledd
- Heneiddio

Comparing Countries

In small groups compare two very different countries regarding:

- Childhood
- Education
- Family life
- Disability inclusion
- Ageing

Mentrau Lles Byd-eang

Global Wellbeing Initiatives

Rhaglenni UNICEF

Cefnogi iechyd, addysg a hawliau plant.

Mentrau Iechyd Meddwl Byd-eang

Hyrwyddo mynediad at gymorth iechyd meddwl ledled y byd.

Fframwaith Heneiddio'n Iach WHO

Cefnogi heneiddio'n iach ar draws cymdeithasau.

UNICEF Programmes

Supporting children's health, education and rights.

Global Mental Health Initiatives

Promoting access to mental health support worldwide.

WHO Healthy Ageing Framework

Supporting healthy ageing across societies.

Mentrau Lles y DU

UK Wellbeing initiatives

Canolfan Heneiddio'n Well:

Yn gweithio gyda gwahanol sectorau i wella profiad heneiddio, mynd i'r afael ag oedraniaeth, a mynd i'r afael ag anghydraddoldeb yn ddiweddarach mewn bywyd.

Her Heneiddio'n Iach:

Nod yw cefnogi cwmnïau i arloesi yn y farchnad boblogaeth sy'n heneiddio, gan alluogi busnesau i ddatblygu cynhyrchion a gwasanaethau sy'n cefnogi pobl wrth iddynt heneiddio.

Oedran y DU:

Yn darparu rhaglenni i wella lles corfforol a meddyliol pobl hŷn, gan eu helpu i aros yn egniol, yn ddiogel ac yn annibynnol.

Centre for Ageing Better:

Works with various sectors to improve the experience of aging, tackle ageism, and address inequality in later life.

Healthy Ageing Challenge:

Aims to support companies to innovate in the ageing population market, enabling businesses to develop products and services that support people as they age.

Age UK:

Provides programs to improve the physical and mental wellbeing of older people, helping them stay active, safe, and independent.

Mentrau Lles Cymru

Welsh Wellbeing Initiatives

- Comisiynydd pobl hŷn Cymru
- Comisiynydd Plant Cymru
- Un Llais Cymru
- Oedran Cymru
- Plant yng Nghymru
- Pob Plentyn Cymru
- Older people's commissioner for Wales
- Children's commissions for Wales
- One Voice Wales
- Age Cymru
- Children in Wales
- Every Child Wales

Cysylltiad i'r asesiad

Link to assessment

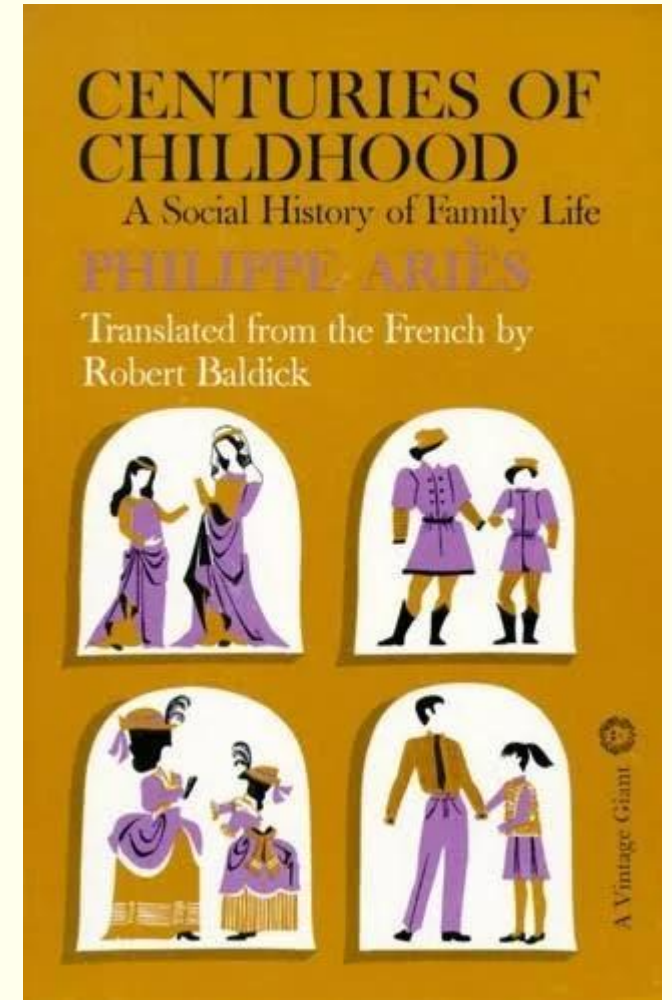
Ystyriwch y strategaethau lles hyn ar gyfer eich cyfnod bywyd dewisol

Consider these wellbeing strategies for your chosen life stage

Darllen pellach

Further Reading

Centuries of Childhood - Phillip Aries



References

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