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

ECAD7006/C

APLP
PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

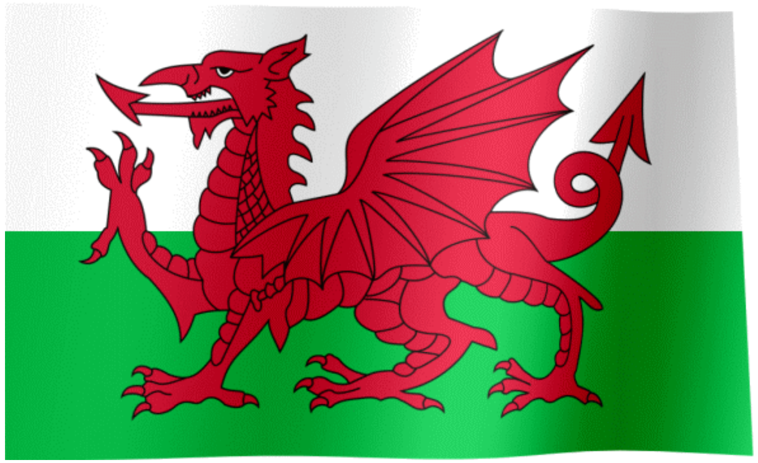
Ymchwilio i'r Dysgu:
Pwy, beth a pham ydw i'n addysgu?

Researching the Learning:
Who, what and why am I teaching?

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

www.uwtsd.ac.uk

Gair Cymraeg y dydd
Welsh word of the day



Ymchwil / Ymchwilio

(Research / Researching)

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Croeso i Dîm y Modiwl
Welcome to the Module Team

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Deilliannau Dysgu – o lawlyfr y modiwl
Learning outcomes – from the module handbook

Cynllunio a chymhwyso/design and apply	Adfyfyrio/reflect	Dangos/show	Dadansoddi a gwerthuso/analyse and evaluate	Gwerthuso/evaluate
gynllunio a chymhwyso methodolegau ymchwil priodol sy'n dangos dealltwriaeth feirniadol o natur ymchwil addysgol: bod yn ymchwilydd medrus;	adfyfyrio'n feirniadol ar le canolog arfer moesegol o fewn ymchwil yn y ddosbarth, ac arddangos dealltwriaeth fanwl o'i egwyddorion: bod yn ymchwilydd moesegol	dangos rhywfaint o ymreolaeth wrth gynnal ymholiad agos-at-ymarfer i drawsnewid agwedd ar arfer personol sy'n cael effaith gadarnhaol ar ddeilliannau dysgwyr: dangos trylwyredd wrth gymhwyso sgiliau ymchwil priodol;	Dadansoddi a gwerthuso'n feirniadol dystiolaeth empirig berthnasol, gan gynnwys llenyddiaeth addysg a dogfennau polisi, i nodi cysyniadau allweddol a defnyddio hyn i ffurfio dulliau addas i drawsnewid arfer dosbarth;	gwerthuso tystiolaeth ymchwil yn feirniadol, gan ddangos barn gadarn am ddata i gefnogi penderfyniadau addysgegol a rhannu mewn cyd-destun proffesiynol: bod yn rhan o broffesiwn sy'n seiliedig ar ymholi
Design and apply appropriate research methodologies demonstrating a critical understanding of the nature of educational research: being a skilled researcher;	Critically reflect upon the centrality of ethical practice within classroom-based research, and demonstrate deep understanding of its principles: being an ethical researcher;	Show some autonomy in conducting close-to-practice inquiry to transform an aspect of personal practice which positively impacts learner outcomes: show rigour in the application of appropriate research skills;	Critically analyse and evaluate the relevant empirical evidence including education literature and policy documents, to identify key concepts and use this to formulate suitable approaches to transform classroom practice;	Critically evaluate research evidence, showing sound judgement of data to support pedagogic decisions and sharing outcomes in a professional setting: being part of an inquiry-based profession.

Dyddiadau allweddol - Key dates

Dyddiad Date	Gweithgaredd Activity
26.1.26 – 6.3.26	Addysgu'r modiwl – gweler llawlyfr y modiwl am fanylion Taught module – see the module handbook for details
2.2.26 or 4.2.26	Ysgol – sgyrsiau gyda'r mentor School – conversations with mentor
9.2.26 or 11.2.26	Ysgol – trefnu sampl a chydsyniad School - arrange sample and consent
25.2.26 - 27.2.26	Electives Experience
2.3.26 or 4.3.26	Ysgol – cwblhau unrhyw drefniadau School – finalise any arrangements
16.3.26 – 29.4.26	PAP – Ymyrraeth a chasglu data PTE – intervention and data collection
29.4.26 5:00 – 6:30	Sesiwn gymorth Twilight check-in
5.5.26	Cyflwyno'r aseiniad Assignment submission

Dulliau o weithio
Ways of Working

Arweinydd Ymchwil
Research Lead

→

Independence
Annibyniaeth

→

Thema Dyddiol
Themed **Days**

Aseiniad
Assignment

ECAD7006/C: Asesiad

Gwaith Cwrs (100%): Aseiniad Ysgrifenedig Unigol

Prosiect ymchwil – prosiect ymchwil gweithredol sy'n deillio o ymarfer ac sy'n cael ei archwilio drwy ddulliau ymchwil adnabyddedig.

4500 o eiriau

Cyflwyno: Dydd Mawrth 5ed o Fai: 23.59

ECAD7006: Assessment

Coursework (100%): Individual Written Assignment

Research project – an action research project arising from practice and investigated through identified research tools.

4500 words

Submission date: Tuesday 5th May: 23.59hrs

Adroddiad Tabberer Cymru (2013)
The Tabberer Report Wales (2013)

Mae angen camau brys i gryfhau ymgysylltiad ag ymchwil fel bod addysgu dan ddylanwad cryf dulliau ymholi gwyddonol ymarferol (t.38).

[Adolygiad o hyfforddiant gychwynnol athrawon 2013]

Urgent steps are needed to strengthen research engagement so that teaching is strongly influenced by practical, scientific inquiry methods (p.38).

[review-of-initial-teacher-training-2013.pdf]

Addysgu Athrawon Yfory (Furlong, 2015)
Teaching Tomorrow's Teachers (Furlong, 2015)

Mae'r ffocws yn bennaf ar yr hyn y mae'n rhaid i athrawon newydd gymhwyso allu ei 'wneud' a braidd dim cydnabyddiaeth bendant i rôl ymchwil na myfyrdod beirniadol... O ganlyniad, does dim cysyniad na disgwyliad o athrawon newydd gymhwyso fel gweithwyr proffesiynol gweithredol, yn arddel eu barn eu hunain ac yn ysgwyddo'r cyfrifoldebau eu hunain fel arweinwyr gwaith dysgu'r plant (Furlong, 2015, t.12).

There is a dominant focus on what student-teachers need to 'do' and no explicit recognition of the role of research or critical reflection… As a consequence, newly qualified teachers are not conceptualised nor is there a requirement that they are prepared to be active professionals, with their own judgements to make and with their own responsibilities as leaders of children's learning (Furlong, 2015, p.13).

Adolygiad o'r Safonau – newid arwyddocaol
Review of the Standards – a significant change

Darllen ehangach a chanfyddiadau ymchwil

Wider reading and research findings

Mae ymgysylltiad strwythuredig a chymuned ymchwil gweithredu a thystiolaeth o arfer wedi'i llywio gan ddarllen ehangach a chanfyddiadau ymchwil ar raddfa genedlaethol a rhyngwladol.

There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale.

Mae'r athro'n gwneud penderfyniadau rhesymegol o ran eu haddysgeg yn seiliedig ar ganfyddiadau darllen ac ymchwil perthnasol.

The teacher makes reasoned decisions in terms of their pedagogy based upon relevant reading and research findings.

QTS

SAC

Cyswllt at y Flwyddyn Sefydlu(ANG)
Link to the Induction (NQT) year

O fis Medi 2024, bydd ANG yn cwblhau dau brosiect ymholi proffesiynol sy'n dangos cynnydd ar draws y pum safon broffesiynol ar gyfer addysgu ac arweinyddiaeth yn gyfannol.

From September 2024, NQTs will complete two professional enquiry projects that demonstrate progress across the five professional standards for teaching and leadership holistically.

Ymagweddau ymchwil
Research dispositions

"Teachers need to develop an 'inquiry stance' – here the term inquiry refers to teachers' questioning and posing about their own ways of working."

(Cochran –Smith, 2011, p.22)

Ymagweddau ymchwil PDPA
APLP Research dispositions

Bod yn sgeptigol	Being sceptical
Bod yn foesegol	Being ethical
Bod yn ymchwilydd medrus	Being a skilled researcher
Bod yn rhan o broffesiwn ymholgar	Being part of an inquiring profession

Diwrnod Fframio
Framing Day

Erbyn diwedd y dydd, byddwch yn:

- ✓ meddu ar ddealltwriaeth dda o beth yw pwrpas y modiwl
- ✓ meddu ar syniad am ffocws eich ymchwil
- ✓ dechrau ymgysylltu â llenyddiaeth
- ✓ barod am sgwrs gyda'ch mentor

By the end of today, you will:

- ✓ have a good understanding about what the module is about
- ✓ have an idea about the focus of your research
- ✓ start to scope the literature
- ✓ be prepared for a conversation with your mentor.

Diwrnod Fframio Rhan 1: Dod o hyd i ffocws

Framing Day Part 1: Finding a focus

Gofynnwch i chi'ch hunain...
Ask yourself...

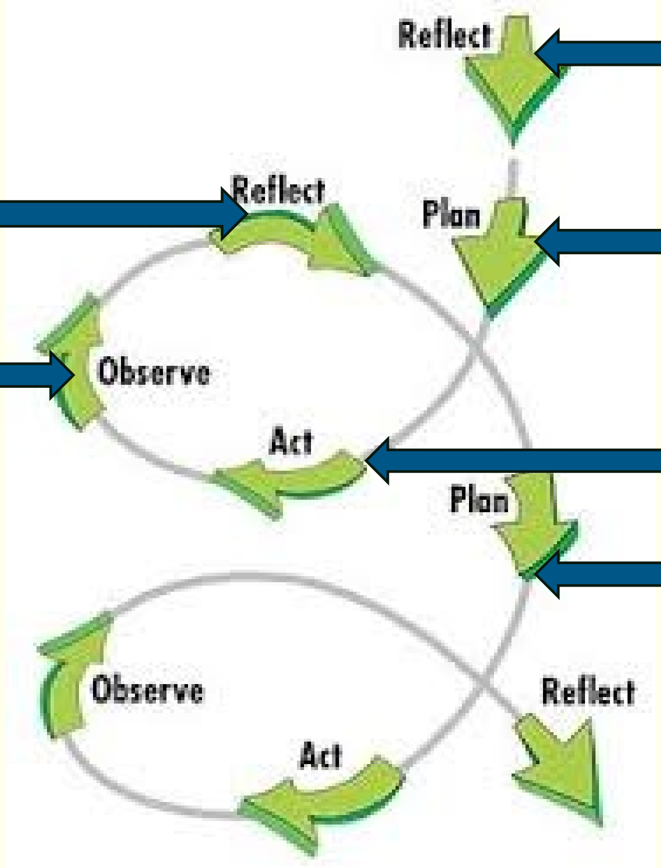
Ydw i'n gallu cyfiawnhau fy newisiadau addysgegol yn yr ystafell ddosbarth?

Can I justify my pedagogical choices in the classroom?

Cylchred Ymchwil Gweithredol (McNiff, 2017)
Action Research Cycle (McNiff, 2017)

5. Dadansoddi: Analyse and evaluate your findings

4. Casglu data: Gather data about the impact of your intervention



1. Adfyfyrio: Reflect on your targets from PTE1

2. Cynllunio: Plan an intervention that improves teaching and learning

3. Ymyrraeth: Carry out the intervention

6. Adfyfyrio: Reflect on your research and recommend any further actions

Dod o hyd i'ch ffocws
Finding your focus

- Rydw i wedi sylwi bod...
- Rydw i'n gofidio am...
- Ysgwn i beth fyddai'n digwydd petai...
- Rwyf wastad wedi meddwl pam...

- I've noticed that ...
- I'm concerned about...
- I wonder what would happen if...
- I've always wondered why...

Tasg 1: Trafodaeth grŵp - ffocws ar addysgeg

Task 1: Group discussion - focus on pedagogy

Tasg 2: Cefnogaeth gan gymheiriaid

Task 2: Peer support

Mewn sgwrs gyda'ch mentor...
In a conversation with your mentor...

- Eglurwch beth yw eich ffocws addysgegol am eich ymchwil, a pham rydych wedi dewis y ffocws hwnnw.
- Os nad ydych yn hollol sicr, trafodwch eich targedau PAP1 gyda'ch mentor, a phenderfynwch ar rywbeth bydd yn addas.
- Efallai bydd angen rhywfaint o gyfaddawdi er mwyn cytuno ar ffocws sy'n berthnasol i chi, y dysgwyr a chyd-destun eich ysgol PAP2.

- Explain what your pedagogical focus is for your research, and why you have chosen that focus.
- If you are not quite sure, discuss your PTE1 targets with your mentor, and decide on something that will be suitable.
- Some compromise may be necessary in order to agree on a focus that is relevant to you, the learners and the context of your PTE2 school.

Diwrnod Fframio Rhan 2: Bod yn foesegol

Framing Day Part 2: Being ethical

Ymagweddau Ymchwil Yr Athrofa

Bod yn sgeptigol

- Deall tystiolaeth empirig mewn meysydd a amheuir
- Bod yn ymwybodol o yrwyr gwleidyddol, economaidd a chymdeithasol ar gyfer 'tystiolaeth'

Bod yn foesegol

- Gwybod a defnyddio egwyddorion moesegol ymchwil
- Deall ymagweddu (positionality)

Bod yn ymchwilydd crefftus

- Deall dulliau ansoddol a meintiol
- Gallu llunio dadl yn seiliedig ar dystiolaeth
- Defnyddio sgiliau darllen beirniadol

Bod yn rhan o broffesiwn ymholgar

- Cyfrannu'n rhagweithiol at ystod o gynulleidfaoedd
- Cymryd rhan weithredol mewn ymholiadau a chanfyddiadau pob eraill

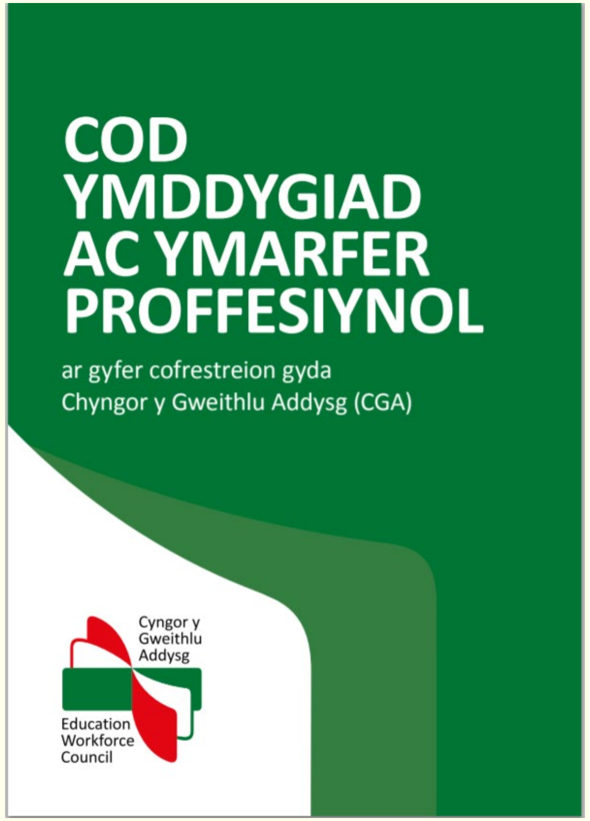
Yr Athrofa Research Dispositions

Being sceptical
- Understand empirical evidence in contested fields
- Being aware of political, economic and social drivers for 'evidence'

Being ethical
- Knowing and using ethical principles of research
- Understanding positionality

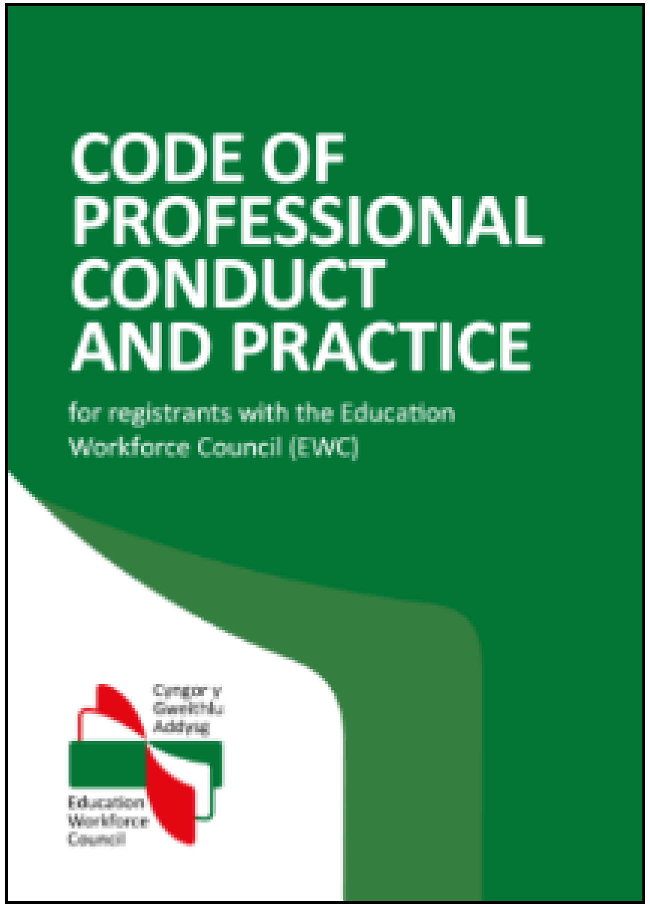
Being a skilled researcher
- Understanding qualitative and quantitative methods
- Be able to construct an argument based on evidence
- Employing critical reading skills

Being part of an inquiring profession
- Proactively contributing to a range of audiences
- Actively engaging with the inquiry and findings of others



Cod Ymddygiad ac Ymarfer Proffesiynol ar gyfer Cofrestreion gyda Chyngor y Gweithlu Addysg

EWC Code of Professional Conduct and Practice for Registrants with the Education Workforce Council



Tasg 3: Beth yw moeseg?

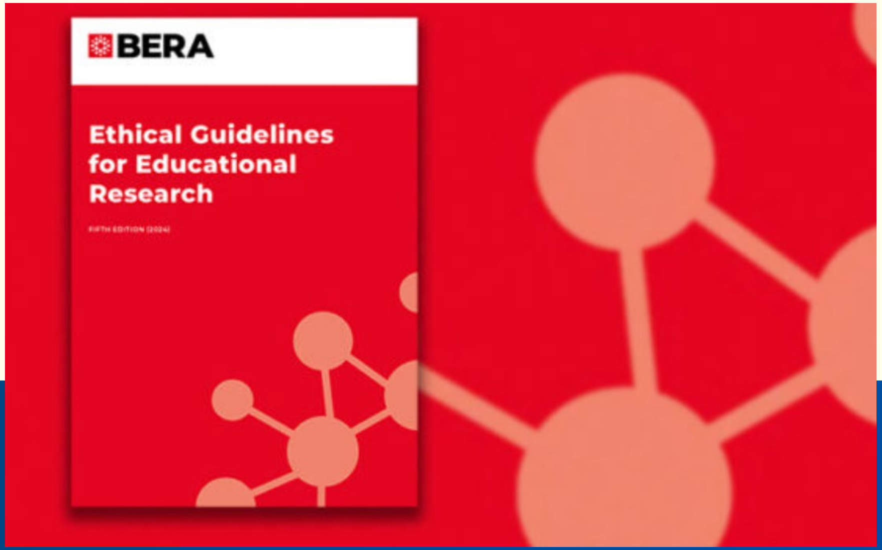
Task 3: What are ethics?

Geirfa meddwl yn foesegol – Ethical thinking vocabulary

Cymraeg	English	Cymraeg	English	Cymraeg	English
Cyfiawnder	Justice	Rheolau	Regulations	Uniondeb	Integrity
Hawliau	Rights	Synnwyr cyffredin	Common sense	Lleihau	Minimise
Moesau	Morals	Ystyriaethau	Considerations	Niwed	Harm
Dyletswydd	Duty	Caniatad	Consent	Risg	Risk
Tegwch	Fairness	Cydsyniad	Assent	Urddas	Dignity
Cyfrifoldebau	Responsibilities	Preifatrwydd	Privacy	Cyfreithlon	Legal
Gwerthoedd	Values	Parch	Respect	Di-duedd	Unbiased

British Educational Research Association (BERA)

[Ethical Guidelines for Educational Research, fifth edition (2024) | BERA]



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TASG 2
TASK 2

- Edrychwch ar BERA a'r astudiaeth achos sydd wedi'i hanodi yma:

Look at BERA guidelines and the annotated case study here:

Courtney-Muijs_research-ethics-case-study_final.pdf

Courtney-Muijs_research-ethics-case-study_final.pdf

Anhysbysrwydd a Chyfrinachedd
Anonymity and Confidentiality

Mae **cyfrinachedd** yn golygu peidio â datgelu gwybodaeth am gyfranogwr mewn unrhyw ffordd a all adnabod yr unigolyn neu adael iddyn gael eu holrhain

Confidentiality means not disclosing information from a participant in any way that might identify that individual or allow them to be traced.

Mae **anhysbysrwydd** yn golygu na all yr ymchwilydd nag unrhyw berson arall adnabod y cyfranogwr o'r wybodaeth a ddarperir.

Anonymity means the researcher or another person cannot identify the participant from the information provided.

Anhysbysrwydd

Anonymity

Mae’n anodd sicrhau anhysbysrwydd wrth ddefnyddio fideo a/neu ddata digidol.

It's difficult to ensure anonymity when using video and/or digital data.

Mae canllawiau BERA yn ddefnyddiol ac yn fanwl yn hyn o beth (gweler p.21-25).

BERA guidelines are useful and detailed in these cases (see p.21-25)

Mae goblygiadau'r Rheoliad Cyffredinol ar Ddiogelu Data Cyffredinol (GDPR) yn sylweddol a dylai ymchwilwyr fod yn gyfarwydd â goblygiadau'r rhain ar gyfer eu hymchwil.
Diogelu Data a Rheoliad Diogelu Data Cyffredinol (GDPR)

General Data Protection Regulation (GDPR) implications are significant a researchers should be familiar with these implications for their research.
Data Protection and The General Data Protection Regulation (GDPR)

Anhysbysrwydd

Anonymity

Mae'n bwysig medru rhannu'ch ymchwil. Ond, yn foesegol mae'n rhaid i ni amddiffyn ein cyfranogwyr.

Being able to share your research is important. However, ethically we must protect our participants.

Lle'n bosib, ni ddylech gasglu gwybodaeth adnabod (fel enw, cyfeiriad) eich cyfranogwyr.

Wherever possible, you should not collect identifying information (such as name, address) for your participants.

Dylech chi wneud eich data yn anhysbys o'r cychwyn.

You should anonymise your data at source.

Sut allwch chi droi data yn anhysbys?
How can you anonymise data?

✓Newid manylion adnabod mewn rhyw ffordd.

✓Dileu, cyfnewid neu gyffredinoli gwybodaeth.

✓Cofiwch y gall person cael ei adnabod o:

- **Fanylion adnabod uniongyrchol**, fel enw a lluniau.

- **Fanylion adnabod anuniongyrchol** sydd, wrth eu cyfuno gyda gwybodaeth arall, yn medru adanbod rhywun, e.e. gweithle, oedran, swydd.

✓Change identifiers in some way.

✓ Identifying information is removed, substituted or generalised.

✓Remember that a person's identity can be disclosed from:

- **Direct identifiers** such as names, postcode information or pictures.

- **Indirect identifiers** which, when linked with other available information, could identify someone, for example information on workplace, occupation, salary or age.

Caniatad a Chydsyniad

Consent and Assent

Caniatad gwirfoddol gwybodus
Voluntary informed consent

Mae hon yn un o egwyddorion sylfaenol ymddygiad moesegol mewn ymchwil:

This is a fundamental tenet of ethical behaviour in research:

‘It is normally expected that participants’ voluntary informed consent to be involved in a study will be obtained at the start of the study, and that the researchers will remain sensitive and open to the possibility that participants may wish, for any reason and at any time, to withdraw their consent’ (BERA, 2024, point 8).

Ymddwyn yn Foesegol
Behaving ethically

Mae angen i unrhyw berson a ddewiswyd i gymryd rhan yn yr ymchwil hefyd ddeall eu hawl i:

- wrthod cymryd rhan **heb ganlyniadau andwyol**;
- beidio ag ateb cwestiynau penodol heb orfod rhoi rheswm;
- dynnu'n ôl o'r ymchwil **ar unrhyw bwynt** heb ganlyniadau anffafriol.

Any participants, including children chosen to take part in research also need to understand their right:

- to refuse to participate **without adverse consequences**;
- not to answer specific questions without having to give a reason;
- to withdraw from the research **at any point** without adverse consequences.

Ystyriwch...
Consider...

- Sut fyddwch chi'n sicrhau bod gan y cyfranogwyr yr hawl i dynnu'n ôl o'r ymchwil **ar unrhyw adeg** heb ganlyniadau niweidiol?

- A yw'n ddigon gofyn i ddisgyblion lofnodi eu henw ar ddechrau'r astudiaeth ymchwil a chymryd eu bod yn hapus i barhau drwyddi draw?

- How will you ensure that the participant has the right to withdraw from the research **at any point** without adverse consequences?

- Is it sufficient to ask pupils to sign their name at the beginning of the research study and assume that they are happy to continue throughout?

the right to withdraw

Cydsyniad gan blant ifanc
Assent from young children

- Mae rhai ymchwilwyr yn defnyddio bathodynnau, sticeri neu fandiau lliw gwahanol i'r plant eu gwisgo er mwyn dangos p'un ai a ydynt yn hapus i gymryd rhan.
- Mae rhai ymchwilwyr yn defnyddio system tic/croes neu wynebau hapus/trist i sicrhau cydsyniad parhaus. Gellir gwneud hyn hefyd gyda chardiau datganiad dwyffordd.

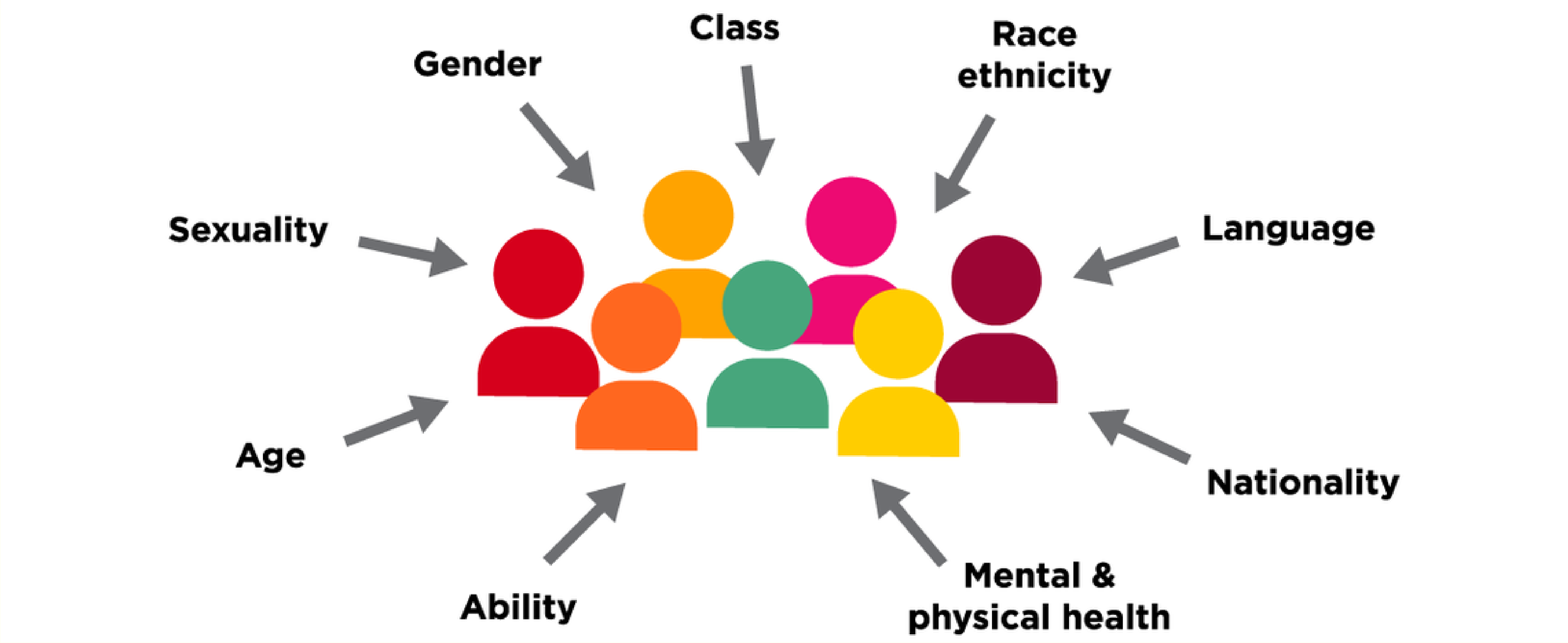
- Some researchers use different coloured badges, stickers or bands for children to wear to show if they are happy to participate.
- Some researchers use a smiley/sad-face or tick/cross system to ensure on-going assent. This can also be done with reversible statement cards.

Mewn sgwrs gyda'ch mentor...
In a conversation with your mentor...

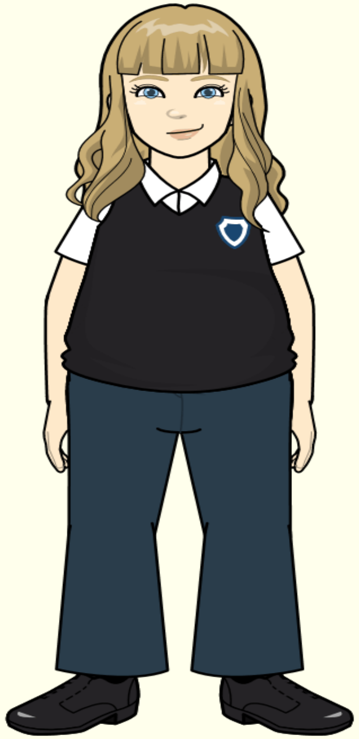
- Trafodwch faterion yn ymwneud gydag anhysbysrwydd, cyfrinachedd, caniatad a chydsyniad gyda'ch mentor.
- Beth fydd rhaid i chi ystyried wrth geisio caniatad gwybodus gwirfoddol a chydsyniad parhaus?
- Pa systemau mae'r ysgol eisoes yn defnyddio i gysylltu gyda rhieni? A ydych chi'n medru defnyddio'r systemau hyn ar gyfer eich ymchwil chi?
- Pwy fydd eich cyfranogwyr? A yw eich mentor yn medru'ch cynorthwyo gyda hyn?

- Discuss matter relating to anonymity, confidentiality, consent and assent with your mentor.
- What will you need to consider when seeking voluntary informed consent and on-going assent?
- What systems does the school use to contact parents? Will you be able to use these systems for your research?
- Who will your participants be? Can your mentor help you with this?

Safleoldeb
Positionality



Pwy sy'n ....
Who is ....



Siân

Catrin

Sanjey

Jac

Rhai mathau o duedd anymwybodol

Fel fi/ Cysylltiad

Tuedd affinedd yw pan fyddwn yn ffafrio pobl yr ydym yn rhannu rhinweddau â nhw.

Harddwch

Mae tuedd harddwch yn awgrymu ein bod yn credu bod person harddach yn cyflawni tasg yn well na rhywun llai deniadol yn gonfensiynol

Cyferbyniad

Effaith cyferbyniad yw pan fyddwn yn cymharu un peth â'r llall yn hytrach na'r darn cyfan o waith yn ôl ei rinweddau

Rhyw

Tuedd rhywedd yw pan fyddwch chi'n meddwl y gallai un rhyw fod yn well mewn tasg nag un arall. Mae ganddi ysgrifennu hyfryd.

Halo

Rhagfarn Halo yw pan fyddwch chi'n canolbwyntio ar un positif gwych wrth anwybyddu unrhyw ddiffygion

Cyrn

Mae hyn i'r gwrthwyneb i effaith Halo. Fe wnaethon nhw un peth drwg, nawr ni allant ei ysgwyd i ffwrdd.

Some types of unconscious bias

Like me/ Affinity

- Affinity bias is when we favour people who we share qualities with.

Beauty

- Beauty bias suggests we believe a more beautiful person complete a task better than someone less conventionally attractive.

Contrast

- Contrast effect is when we compare one thing to another rather than the whole piece of work on its merits

Gender

- Gender bias is when you think one gender may be better at a task than another. She has lovely writing.

Halo

- Halo bias is when you focus on one great positive while ignoring any flaws.

Horns

- This is the opposite to the Halo effect. They did one bad thing, now they can't shake it off.

Mae bod a thuedd anymwybol yn normal, OND...
Having unconscious bias is normal, HOWEVER...

NID yw'n iawn ei anwybyddu.

- Mae'n effeithio ar y modd yr ydym yn gwerthfawrogi, yn grwpio, yn trin ac yn ymwneud â phobl bob dydd.

Ignoring it is NOT ok.

- It impacts how we value, group, treat and engage with people everyday.

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Safleoldeb ymchwilwyr
Researcher positionality

- Mae eich tuedd anymwybodol a'ch safleoldeb yn cael eu llunio gan eich profiadau
- Gall hyn effeithio ar y modd rydych yn dehongli data.
- Mae cyfyngiadau i'r dybiaeth ein bod yn trin pawb yn yr un ffordd a ddim yn gweld lliw neu wahaniaethau (Michael & Samuel, 2012)
- Drwy fod yn ymwybodol o'ch safiad, mae'n golygu y gallwch chwilio am safbwyntiau amgen a herio tybiaethau.

- Your experiences shape your implicit bias and your positionality
- It can affect how you interpret data.
- To assume that we treat everyone the same and not see colour or differences has its limitations (Michael & Samuel, 2012)
- By being aware of your position, it means you can look for alternative points of view and challenge assumptions.

Mewn sgwrs gyda'ch mentor...
In a conversation with your mentor...

- Trafodwch faterion yn ymwneud gyda'ch safleoldeb gyda'ch mentor.
- Sut byddwch chi'n lleihau effaith eich safleoldeb chi ar eich ymchwil?
- Oes gan yr ysgol bolisiau am gynhwysiant, gwrth-hiliaeth, cydraddoldeb a diogelu efallai bydd o gymorth i chi?

- Discuss matters relating to your positionality with your mentor.
- How will you minimise how your positionality will impact your research?
- Does the school have inclusion, anti-racism, equality and safeguarding policies that might assist you?

Diwrnod Fframio Rhan 3: Llenyddiaeth

Framing Day Part 3: Literature

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Abstract

Masters and PhD student researchers in the social sciences are often required to explore and explain their positionality, as, in the social world, it is recognized that their ontological and epistemological beliefs influence their research. Yet novice researchers often struggle with identifying their positionality. This paper explores researcher positionality and its influence on and place in the research process. Its purpose is to help new postgraduate researchers better understand positionality so that they may incorporate a reflexive approach to their research and start to clarify their positionality.

Keywords: Researcher Positionality, Reflexivity, Epistemology, Ontology, Insider and Outsider research

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