

DYSGU YN YR OES DDIGIDOL LEARNING IN THE DIGITAL ERA

CYFEIRNODI, ARALLEIRIO, LLÊN LADRAD

REFERENCING, PARAPHRASING, PLAGIARISM.

ATGOFFA RECAP

- Beth gwnaethom ni ei drafod ddoe?
- Oes unrhyw gwestiynau gennych chi?
- Ydy'ch llyfrau llyfrgell gennych chi?
- What did we cover yesterday?
- Do you have any questions?
- Do you have your library books?

AMCANION OBJECTIVES

- Ar ddiwedd y sesiwn hon byddwch yn gallu:
 - Cofio sut i ddyfynnu ffynonellau academaidd
 - Disgrifio pwysigrwydd cyfeirnod
 - Esbonio sut i osgoi llên-ladrad
- At the end of this session you will be able to:
 - Recall how to cite academic sources
 - Describe the importance of referencing
 - Explain how to avoid plagiarism

TROSOLWNG OVERVIEW



- Cyfeirnod
- Cyfeiriwch at y llawlyfr cyfeirnod
- Osgoi llên-ladrad
- Referencing
- Refer to referencing handbook
- Avoiding plagiarism

CYFEIRNODI REFERENCING:

Beth yw ef? Sut dylwn i ei wneud?

What is it? How do I do it?

PAM?

WHY?

- Cydnabod ffynonellau
- Dod o hyd i'r wybodaeth eto
- Helpu i osgoi llên-ladrad
- Acknowledge sources
- Find information again
- Help avoid plagiarism

CYFEIRNODI REFERENCING

- Mewn ysgrifennu academiaidd mae'n hanfodol eich bod yn nodi'n eglur beth yw eich syniadau chi a beth yw syniadau pobl eraill
- Mae 'cyfeirnod' neu 'ddyfynnu' yn golygu eich bod yn dangos o ble cawsoch eich syniadau a'ch gwybodaeth.
- In academic writing it is vital that you clearly note which are your ideas and which are other people's ideas
- 'Referencing' or 'quoting' means that you are showing where your ideas / information has come from.

PAM DEFNYDDIO GWAITH AWDURON ERAILL? WHY USE OTHER AUTHORS' WORK?

- Dangos eich bod yn deall prif syniadau ein maes astudio
- Dangos eich bod wedi darllen yn eang am bwnc - mae bod yn fyfyrwr yn brentisiaeth lle mae angen astudio pynciau
- Pwysleisio pwyntiau rydych yn ceisio eu gwneud – mae'r llenyddiaeth yn darparu tystiolaeth o'ch syniadau
- To show that you understand the main ideas in our area of study
- To show that you have read widely about a subject- being a student is an apprenticeship where you need to study subjects
- To underline points that you are trying to make- literature provides evidence for your ideas

BLE DWI'N DECHRAU? WHERE DO I START?

- Wrth baratoi ar gyfer aseiniadau
- PWYSIG!
- YSGRIFENNWCH -
 - Pwy ddywedodd hyn?
 - Beth sydd yn cael ei ddweud?
 - Ble dywedwyd hyn?
- Whilst preparing for an assignment
- IMPORTANT!
- WRITE -
 - Who said this?
 - What are they saying?
 - Where have they said it?

GWYBODAETH ALLWEDDOL

KEY INFORMATION

- Mae cyfeiriad fel arfer yn cynnwys gwybodaeth allweddol:
 - Cyfenw'r awdur YN UNIG
 - Blwyddyn gyhoeddi
 - Rhif tudalen (ar gyfer syniadau penodol/dyfyniadau uniongyrchol)
- A reference includes some key information:
 - Author's surname ONLY
 - Year of publication
 - Page number (for specific ideas/direct quotations)

CYFEIRIO AT WAITH AWDURON ERAILL REFERRING TO OTHER AUTHORS' WORKS

- Plagiarism in higher education has been debated at length (Neville, 2007). 
- Mae llên-ladrad o fewn addysg uwch wedi ei drafod yn drylwyr (Neville, 2007). 
- Neu/Or 
- According to Neville (2007) plagiarism in higher education has been debated at length.
- Yn ôl Neville (2007) mae llên-ladrad o fewn addysg uwch wedi ei drafod yn drylwyr. 



DYFYNIADAU QUOTATIONS

DYFYNIADAU QUOTATIONS



- ‘gair am air’
- Dim mwy na 2 ddyfyniad ar dudalen
- Rhaid eu cyfeirnod
- ‘word for word’
- No more than 2 per page
- Must be referenced

DYFYNIADAU QUOTATIONS



- Perthnasol i'r pwnc
- Eu defnyddio i bwysleisio safbwynt
- Ffordd effeithiol o gyflwyno pwnc neu o gloi traethawd
- Relevant to the subject
- Use to emphasize a point
- An effective way to introduce a subject or to close an essay

DYFYNIADAU QUOTATIONS



- Ffordd wych o eirio'r pwynt rydych yn ei wneud
- Peidiwch â defnyddio gormod
- Ni ddylid eu defnyddio am na fedrwch grynhoi geiriau'r awdur
- A great way to word the point that you are making
- Do not use too many
- They shouldn't be used because you're unable to summarise the author's words

DYFYNIADAU UNIONGYRCHOL

DIRECT QUOTATIONS



- Angen iddynt fod yn gywir
- Angen iddynt gael eu cyfeirnodu'n llawn ar ddiwedd yr aseiniad
- Angen iddynt gael eu cyfeirnodu'n gywir yn y testun
- They need to be accurate
- They need to be fully referenced at the end of the assignment
- They need to be accurately referenced in the text

DYFYNIADAU UNIONGYRCHOL

DIRECT QUOTATIONS



- RHAIID eu rhoi mewn dyfynodau (os ydynt yn llai na 2 linell o hyd)
- MUST be in quotation marks (if less than 2 lines long)
- Angen cynnwys rhif y tudalen
- Need to include the page number
- Yn yr iaith wreiddiol
- In the original language

E.E.
E.G.



• 'You will no doubt be aware that plagiarism is a hot topic of discussion in higher education' (Neville, 2007, t.27).
Dyfynodau wedi agor a chau.

• NEU/OR

Cyfenw,
blwyddyn, rhif
tudalen.

• Mae Neville (2007, t.27) yn credu bod 'plagiarism is a hot topic of discussion in higher education'.

Atalnod
llawn ar y
diwedd.

• 'You will no doubt be aware that plagiarism is a hot topic of discussion in higher education' (Neville, 2007, p.27).

Full stop at
end

• NEU/OR

Surname, Year,
Page Number

• Neville (2007, p.27) believes that 'plagiarism is a hot topic of discussion in higher education'.

Speech mark opened and
closed

BETH YW DYFYNIAD HIR? WHAT IS A LONG QUOTATION?



- Os ydynt yn fwy na **dwylinell o hyd**, dylid mewnoli dyfyniadau, eu hunioni, â bylchiad llinell sengl, heb ddyfynodau
- If more than **two lines long**, quotations should be indented, justified, single line spacing, with no quotation marks

E.G.

No speech
marks



It does not appear to be case that all young people are rebellious as is often portrayed in the media. As Miles (2005) states:

Indent →

Young people are not always rebellious and are not simply on a mission to undermine society or that society as it appears to be represented to them by their parents. Nor is it possible or even desirable to generalise about what it is that constitutes youth, because youth is far more complicated than a single word inevitable implies (Miles, 2005, p.1).

↑
Surname, Year,
Page Number.

↗
Single Line
Spacing

E.E.

Dim
dyfynodau



Nid yw'n ymddangos bod pob person ifanc yn wrthryfelgar fel y portreadir yn aml yn y cyfryngau. Fel y noda Miles (2005):

Young people are not always rebellious and are not simply on a mission to undermine society or that society as it appears to be represented to them by their parents. Nor is it possible or even desirable to generalise about what it is that constitutes youth, because youth is far more complicated than a single word inevitable implies (Miles, 2005, p.1).

mewnoliad

Yn yr iaith
wreiddiol

Cyfenw, blwyddyn,
rhif tudalen.

Bylchiad llinell
sengl

TASG TASK



-
- Defnyddiwch y llyfr a ddewisoch ag un awdur a gofyn i'ch partner ddewis tudalen ar hap.
 - Dewiswch frawddeg ac ymarferwch integreiddio dyfyniad i mewn i'ch brawddeg.
 - Canolbwyntiwch ar ddefnyddio cyfeirnoddi Harvard yn gywir!
 - Use the book you chose with a single author and ask your partner to choose a random page.
 - Choose a sentence and practice integrating a quotation into your sentence.
 - Focus on using Harvard referencing accurately!

TASG TASK



-
- Dewiswch lyfr a gofynnwch i'ch partner ddewis tudalen ar hap.
 - Dewiswch DDYFYNIAD HIR ac ymarferwch integreiddio dyfyniad hir i mewn i'ch brawddeg.
 - Canolbwyntiwch ar ddefnyddio cyfeirnoddi Harvard yn gywir!
 - Choose any book and ask your partner to choose a random page.
 - This time choose a **LONG QUOTATION** and practice integrating a quotation into your sentence.
 - Focus on using Harvard referencing accurately!

ARALLEIRIO PARAPHRASING



BETH YW 'ARALLEIRIO?'

WHAT IS 'PARAPHRASING?'

- Rhoi syniadau/sylwadau/gwybodaeth pobl eraill yn eich geiriau eich hun.
- Cadw at yr ystyr gwreiddiol.
- Cyflwyno gwybodaeth mewn ffordd wahanol.
- Putting others' ideas/comments/ information in your own words.
- Keeping to the original meaning.
- Presenting information in a different way.

PAM ARALLEIRIO? WHY PARAPHRASE?

- Osgoi llên-ladrad
- Dangos eich dealltwriaeth
- To avoid plagiarism
- To show your understanding

HYGREDEDD ACADEMAIDD ACADEMIC CREDIBILITY



- Fe fyddwch yn cyfeirio at waith awduron eraill lawer yn amlach na dyfynnu eu gwaith yn uniongyrchol.
- Dysgwch wneud hyn yn gywir
- You will be referring to other authors' work much more often than directly quoting their work
- Learn to do this accurately

CYFEIRIO AT WAITH AWDURON ERAILL REFERRING TO OTHER AUTHORS' WORKS



- Mae llên-ladrad mewn addysg uwch wedi cael ei drafod yn drylwyr (Neville 2007).

- Neu/Or

Sylwer: nid oes angen
rhifau tudalen

- Yn ôl Neville (2007) mae llên-ladrad mewn addysg uwch wedi cael ei drafod yn drylwyr.

- Plagiarism in higher education has been debated at length (Neville 2007).

- Neu/Or

Note no page
numbers required

- According to Neville (2007) plagiarism in higher education has been debated at length.



5 easy steps to Paraphrasing



TASG TASK



- Gan ddefnyddio'r dyfyniad hir blaenorol, ysgrifennwch y paragraff yn eich geiriau eich hun, gan sicrhau eich bod yn defnyddio cyfeirnoddi Harvard cywir.

Nid yw'n ymddangos bod pob person ifanc yn wrthryfelgar fel y portreadir yn aml yn y cyfryngau. Fel y noda Miles (2005):

Young people are not always rebellious and are not simply on a mission to undermine society or that society as it appears to be represented to them by their parents. Nor is it possible or even desirable to generalise about what it is that constitutes youth, because youth is far more complicated than a single word inevitable implies (Miles, 2005, t.1).

- Using the long quote from earlier write the paragraph in your own words, ensure you use accurate Harvard referencing.

It does not appear to be case that all young people are rebellious as is often portrayed in the media. As Miles (2005) states:

Young people are not always rebellious and are not simply on a mission to undermine society or that society as it appears to be represented to them by their parents. Nor is it possible or even desirable to generalise about what it is that constitutes youth, because youth is far more complicated than a single word inevitable implies (Miles, 2005, p.1).

TASG TASK



- Gan ddefnyddio'r dyfyniadau a gymeroch o'r llyfrau yn flaenorol, rhowch nhw yn eich geiriau eich hun gan eu haralleirio.
- Gwnewch yn siŵr eich bod yn defnyddio cyfeirnoddi Harvard cywir.
- Using the quotes you took from the books earlier paraphrase them into your own words.
- Ensure you use accurate Harvard referencing.

MWY O YMARFER PRACTISE MAKES PERFECT!

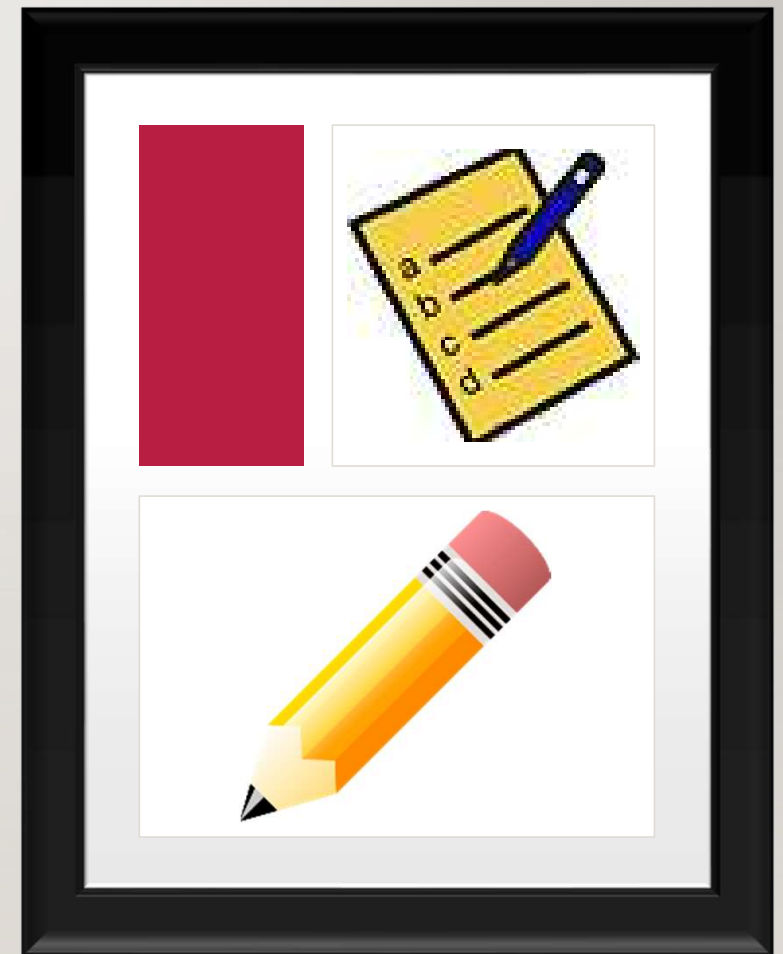


- Ysgrifennwch frawddegau sy'n cyflwyno dyfyniadau uniongyrchol:
 - ...yn awgrymu bod...
 - ...yn dadlau bod...
 - Esbonia.... fod
 - Mae X yn dangos inni fod...
 - Fel y noda X...
 - Yn ôl X...
 - Mae X yn nodi bod...
 - Wrth gyfeirio at... mae X yn dweud bod...
- Practise introducing direct quotations. Try using some of these sentences:
 - ... suggests that...
 - ...argues that...
 - ...explains that...
 - ...shows us that...
 - As X points out...
 - According to X...
 - X makes the point that...
 - Referring to... X says that...

GWELL YSGRIFENNU YN EICH GEIRIAU EICH HUN NA
CHOPIO.

USING YOUR OWN WORDS IS BETTER THAN
COPYING.

YMARFER CYFEIRNODI REFERENCING PRACTICE



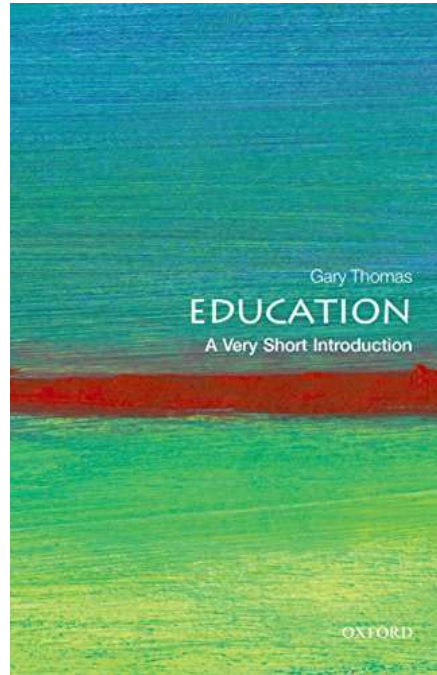
UN AWDUR ONE AUTHOR

- Yn y testun
- Disgrifia Mali (2010) fywyd cynnar Jac...
- Yn y rhestr gyfeiriadau
- Mali, S. (2010) *Cofiant Jac y Jwc*,
Pentrebach: Gwasg y Pry Bach Tew.
- In text
- Bloggs (2011) indicates the importance
of
- In the reference list
- Bloggs, J. (2011) *The Life and Times of a
Town in France*, Paris: Eiffel Tower Press.



RHOWCH GYNNIG... LET'S TRY...

- https://www.amazon.co.uk/Education-Very-Short-Introduction-Introductions/dp/0199643261/ref=sr_1_1?ie=UTF8&qid=1470825760&sr=8-1&keywords=gary+thomas+education



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2+ AWDUR

2+ AUTHORS

- Yn y testun:
- Eglura Bartlett, Burton a Peim (2003) rôl astudiaethau addysg....
- Yn y rhestr gyfeiriadau:
- Bartlett, S., Burton, D.M. and Peim, N. (2003) Introduction to Education Studies, London: Paul Chapman.
- In text:
- Bartlett, Burton and Peim (2003) illustrate the role of education studies
- In the reference list:
- Bartlett, S., Burton, D.M. and Peim, N. (2003) Introduction to Education Studies, London: Paul Chapman.



RHOWCH GYNNIG ... LET'S TRY...

- https://www.amazon.co.uk/Introduction-Education-Studies-Educational-Issues/dp/1473919002/ref=sr_l__l?ie=UTF8&qid=1470825788&sr=8-1&keywords=bartlett+and+barton

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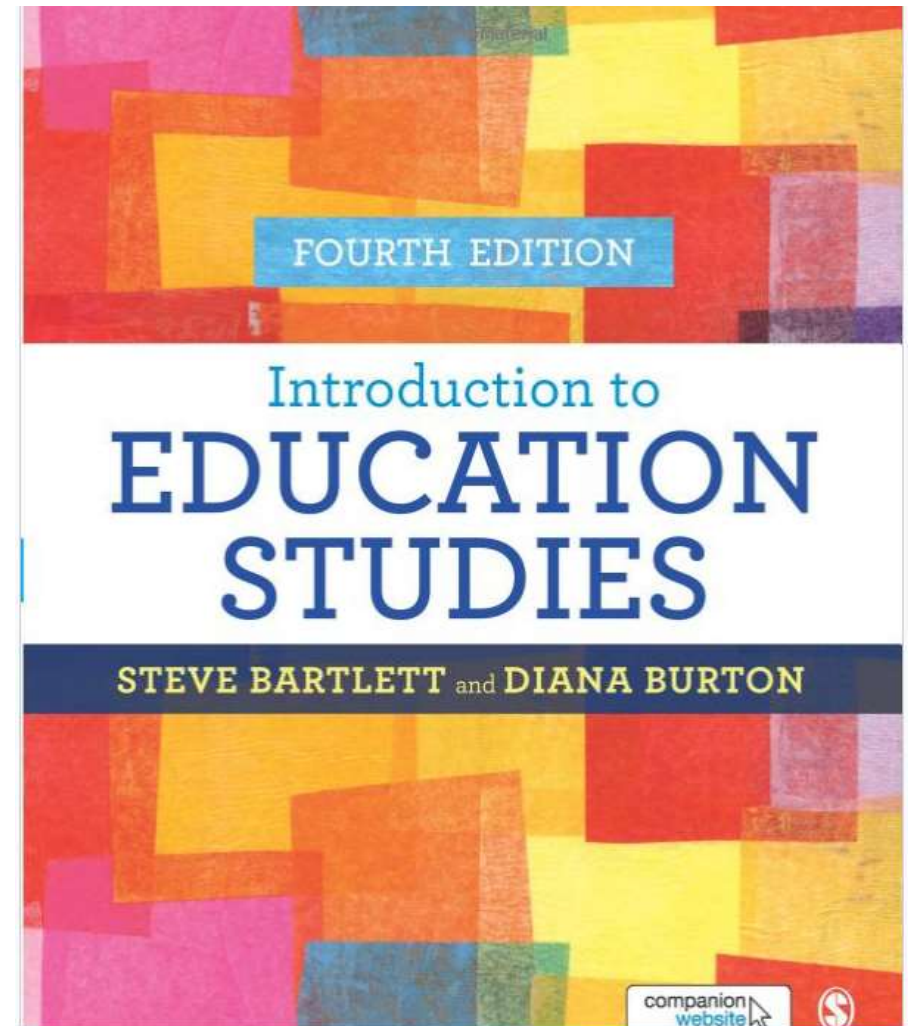
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BOOKS WITH EDITORS

- Yn y testun
- Sonia Harrison a Wise (2007) am bwysigrwydd gwaith aml-asiantaethol
- Yn y rhestr gyfeiriadau
- Harrison, R. and Wise, C. (goln.) (2007) Working with Young People, London: Sage.
- In text
- Harrison and Wise (2007) discuss the importance of multi – agency working
- In the reference list
- Harrison, R. and Wise, C. (eds.) (2007) Working with Young People, London: Sage



RHOWCH GYNNIG ... LET'S TRY...

- https://www.amazon.co.uk/Learning-Teach-Primary-School-dp-1138211060/dp/1138211060/ref=dp_ob_title_bk?asin=1138211060&revisionId=&format=4&depth=1
- Defnyddiwch Bennod I am yr enghraifft hon
- Use Chapter I for this example.



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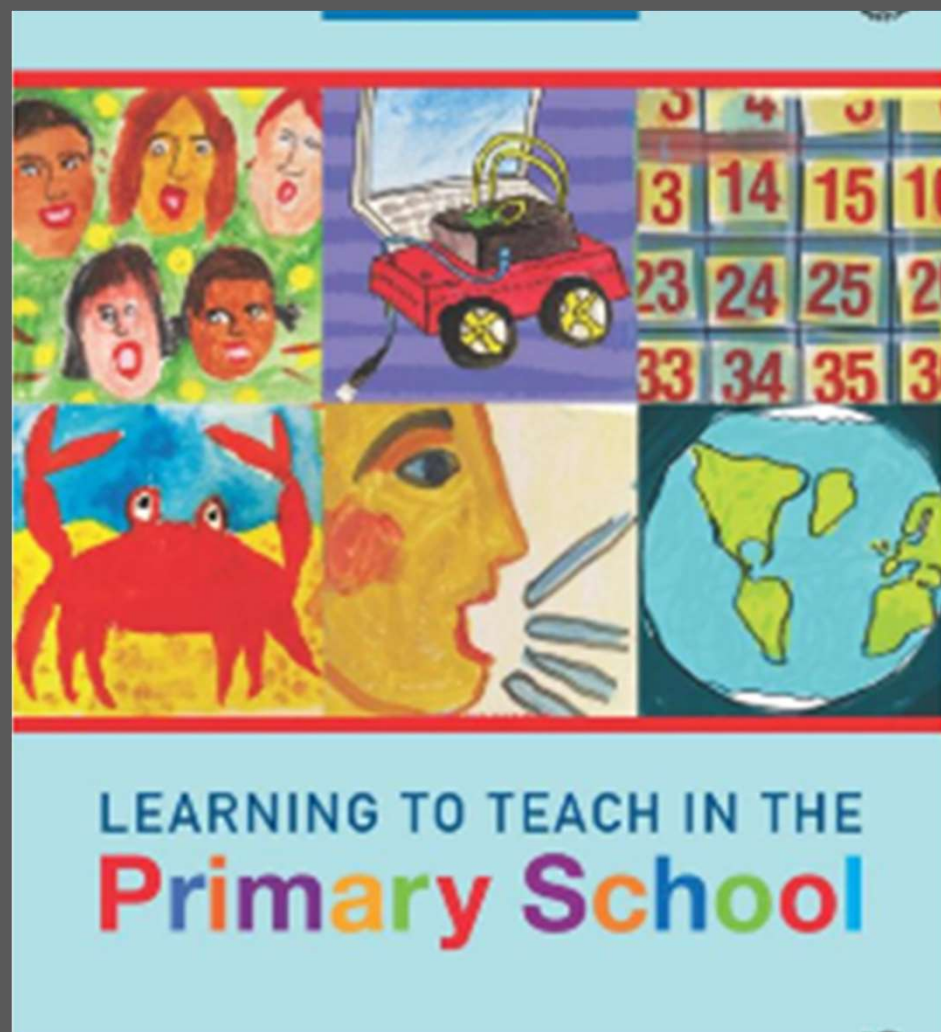
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DEFNYDDIO I BENNOD USING I CHAPTER

- Yn y testun:
 - Cyfeiria Ingram a Harris (2007) at enghreifftiau perthnasol...
- Yn y rhestr gyfeiriadau:
 - Ingram, G. a Harris, J. (2007) 'Defining Good Youth Work', yn R. Harrison., and C. Wise (eds.) (2007) Working with Young People, London: Sage, tt. 11–15.
- In text:
 - Ingram and Harris (2007) refer to relevant examples....
- In the reference list:
 - Ingram, G. and Harris, J. (2007) 'Defining Good Youth Work', in R. Harrison., and C. Wise (eds.) Working with Young People, London: Sage, pp. 11–15.



RHOWCH GYNNIG ... LET'S TRY...

- https://www.amazon.co.uk/Learning-Teach-Primary-School-dp-1138211060/dp/1138211060/ref=dp_ob_title_bk?asin=1138211060&revisionId=&format=4&depth=1
- Defnyddiwch Bennod 2.2 am yr enghraifft hon
- Use Chapter 2.2 for this example.



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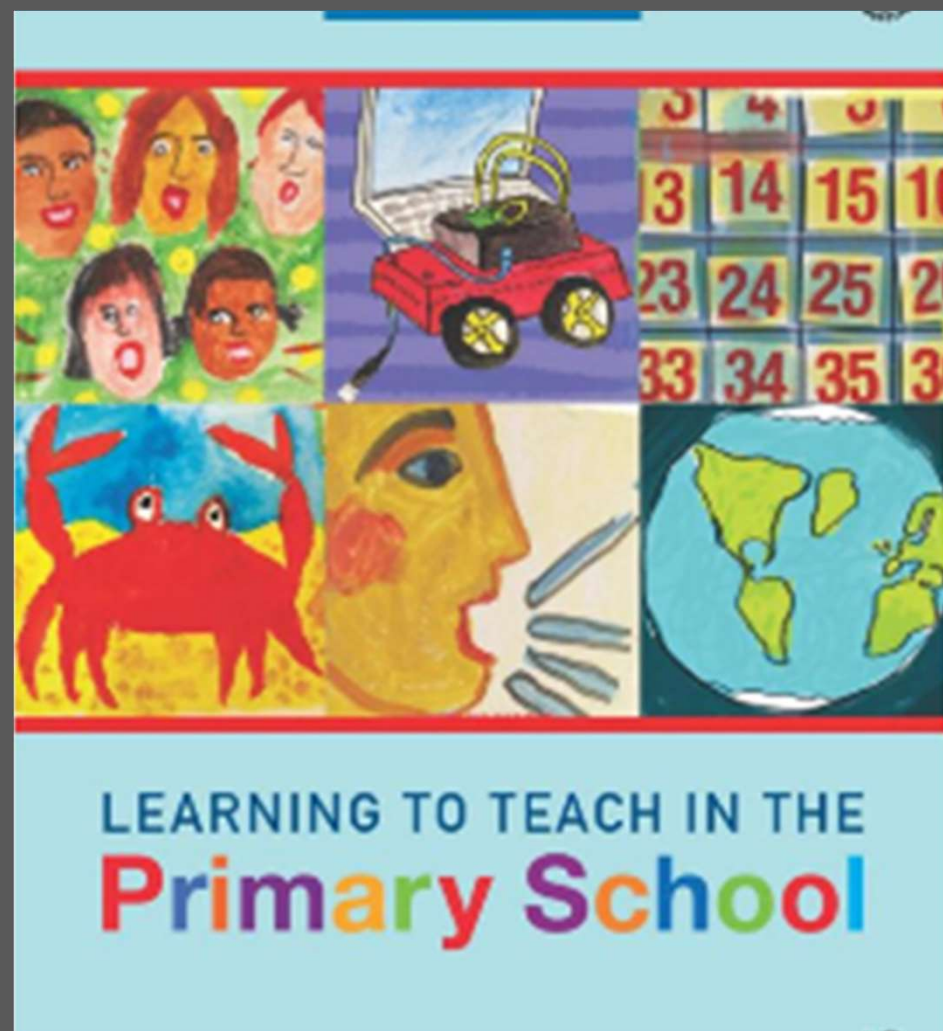
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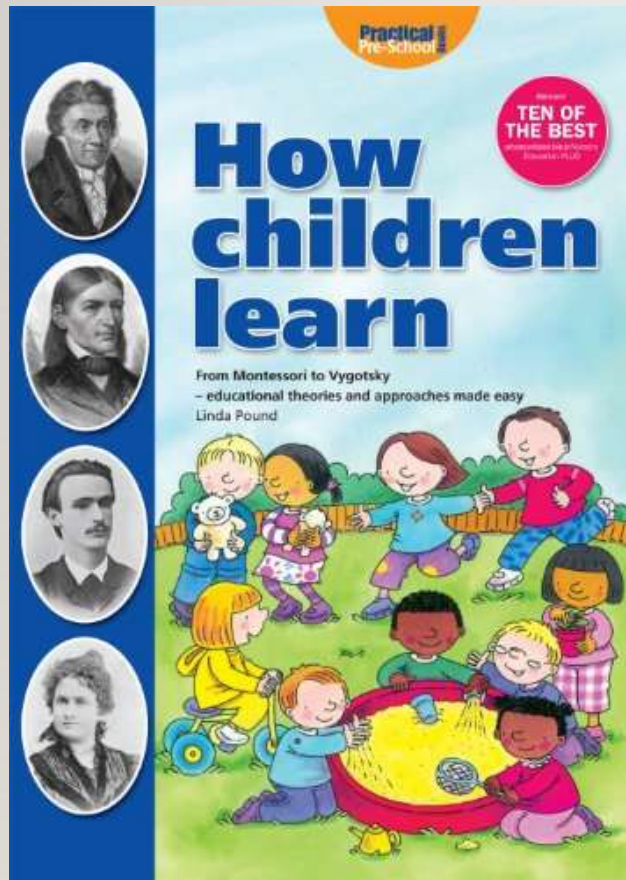
DYFYNNU EILAIDD SECONDARY CITATION

- Yn y testun
 - Cafwyd trafodaeth gan Vygotsky (1978 dyfynnwyd yn Daniels, 2005, t.56) am y Parth Datblygiad Procsimol.
 - Yn y rhestr gyfeiriadau
 - Daniels, H. (gol.) (2005) An Introduction to Vygotsky, London: Routledge.
- In text:
 - Vygotsky (1978 cited in Daniels, 2005, p.56) discussed the Zone of Proximal Development.
 - In the reference list
 - Daniels, H. (ed.) (2005) An Introduction to Vygotsky, London: Routledge.

RHOWCH GYNNIG ... LET'S TRY...

- https://www.amazon.co.uk/How-Children-Learn-Montessori-Educational-ebook/dp/B008EK6NFO/ref=sr_l_fkmr_l_3?ie=UTF8&qid=1470825862&sr=8-3-fkmr_l&keywords=lynda+pound+learning





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Blwyddyn / Year:
2006

Rousseau said that teachers should
“take time to observe nature; watch
your scholar well before you say a
word to him...”

E-LYFRAU E-BOOKS

- Yn y testun:
 - Dywed Dean (2002, t.7)....
- Yn y rhestr gyfeiriadau:
 - Dean, J. (2002) Managing the Primary School: Educational Management Series. NetLibrary [Ar-lein]. Ar gael yn <http://www.netLibrary.com/Reader> (Darllenwyd: 7 Ebrill 2004).
- In text:
 - Dean (2002, p.7) indicates
- In the reference list
 - Dean, J. (2002) Managing the Primary School: Educational Management Series. NetLibrary [Online]. Available at <http://www.netLibrary.com/Reader> (Accessed: 7 April 2004).

TASG TASK



-
- Defnyddiwch Gatalog y Llyfrgell i chwilio a dod o hyd i e-lyfr.
 - Ysgrifennwch gofnod i'r rhestr gyfeiriadau ar gyfer y llyfr.
 - Canolbwyntiwch ar ddefnyddio cyfeirnoddi Harvard yn gywir!
 - Use the LRC catalogue to search and identify an e-book.
 - Write a reference list entry for the book.
 - Focus on using Harvard referencing accurately!

CYFNODOLION JOURNALS

- Yn y testun
- Cyfeiria Fuller, Bradley a Healey (2004, t. 456) at...
- Yn y rhestr gyfeiriadau
- Fuller, M., Bradley, A. a Healey, M. (2004) 'Incorporating disabled students within an inclusive higher education environment', Disability and Society: The Leading Journal in Disability Studies, 19 (5, Awst), tt. 455-468.
- In text
 - Fuller, Bradley and Healey (2004, p.456) refer to...
- In the reference list
 - Fuller, M., Bradley, A. and Healey, M. (2004) 'Incorporating disabled students within an inclusive higher education environment', Disability and Society: The Leading Journal in Disability Studies, 19 (5, August), pp.455-468.

RHOWCH GYNNIG...

LET'S TRY...



- Teitl y cyfnodolyn: Professional Development in Education
- Amser: Volume 42, Number 3, July 2016
- Papur: Quantifying professional learning
- Enw'r awdur: Ken Jones
- Tudalennau: 353 – 358

- Title of Journal: Professional Development in Education
- Time: Volume 42, Number 3, July 2016
- Paper: Quantifying professional learning
- Paper Author: Ken Jones
- Pages: 353 – 358

CYFNODOLION AR-LEIN ON-LINE JOURNALS

- Yn y testun
 - Dywed Fuller, Bradley a Healy (2004)
- Yn y rhestr gyfeiriadau
 - Fuller, M., Bradley, A. a Healey, M. (2004) 'Incorporating disabled students within an inclusive higher education environment', Disability and Society: The Leading Journal in Disability Studies, 19 (5, Awst), tt. 455-468. [Ar-lein]. Ar gael yn: <http://www.disabilityandsociety.uk> (Darllenwyd: 2 Rhagfyr 2011).
- In text
 - Fuller, Bradley and Healy (2004) discuss...
- In the reference list
 - Fuller, M., Bradley, A. and Healey, M. (2004) 'Incorporating disabled students within an inclusive higher education environment', Disability and Society: The Leading Journal in Disability Studies, 19 (5, August), pp. 455-468. [Online]. Available at: <http://www.disabilityandsociety.uk> (Accessed: 2 December 2011).

TASG TASK



-
- Defnyddiwch Gatalog y Llyfrgell i chwilio a dod o hyd i bapur mewn e-gyfnodolyn.
 - Ysgrifennwch gofnod i'r rhestr gyfeiriadau ar gyfer y papur.
 - Canolbwyntiwch ar ddefnyddio cyfeirnoddi Harvard yn gywir!
 - Use the LRC catalogue to search and identify an e-journal paper.
 - Write a reference list entry for the paper.
 - Focus on using Harvard referencing accurately!

GWEFANNAU WEBSITES

- Yn y testun
- Astudiodd Piaget epistemoleg genetig, sef astudiaeth o ddatblygiad gwybodaeth (Boeree, 2006).

- Yn y rhestr gyfeiriadau
- Boeree, C. G. (2006) Personality Theories. Jean Piaget 1896-1980. Ar gael yn <http://webspaceship.edu/cgboer/piaget.html> (Darllenwyd: 18 Tachwedd 2008).

- In text
 - Piaget studied genetic epistemology, which is the study of the development of knowledge (Boeree, 2006).
- In the reference list
 - Boeree, C.G. (2006) Personality Theories. Jean Piaget 1896-1980. Available at <http://webspaceship.edu/cgboer/piaget.html> (Accessed: 18 November 2008).

DIM AWDUR AR WEFAN NO AUTHOR ON WEBSITE

- Yn y testun
- Cysylltwyd tomatos â chynnydd mewn ffrwythlondeb (NHS, 2008).

- Yn y rhestr gyfeiriadau
- NHS (2008) Tomatoes and Fertility.
<http://www.nhs.uk/news/2008/11/November/Pages/Tomatoesandfertility.aspx>
(Darllenwyd: 18 Tachwedd 2008).

- In text
 - Tomatoes have been linked to increases in fertility (NHS, 2008).
- In the reference list
 - NHS (2008) Tomatoes and Fertility.
<http://www.nhs.uk/news/2008/11/November/Pages/Tomatoesandfertility.aspx>
(Accessed: 18 November 2008).

TASG TASK



-
- Chwiliwch ar-lein am wefan addas ar gyfer ymchwilio i ddamcaniaethau dysgu.
 - Ysgrifennwch gofnod i'r rhestr gyfeiriadau ar gyfer y wefan.
 - Canolbwyntiwch ar ddefnyddio cyfeirnoddi Harvard yn gywir!
 - Search online for an appropriate website which you could use to research learning theories.
 - Write a reference list entry for the website.
 - Focus on using Harvard referencing accurately!

CYHOEDDIADAU'R LLYWODRAETH

GOVERNMENT PUBLICATIONS

- Yn y testun
 - (Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau, 2008) neu (APADGOS, 2008)...
- Yn y rhestr gyfeiriadau
 - Cymru: Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau, (2008) Fframwaith ar gyfer Dysgu Plant 3 i 7 oed yng Nghymru. Caerdydd: Llywodraeth Cynulliad Cymru.
- In text
 - (Department for Children, Education, Lifelong Learning and Skills, 2008) or (DCELLS, 2008)...
- In the reference list
 - Wales: Department for Children, Education, Lifelong Learning and Skills, (2008) Framework for Children's Learning for 3 to 7-year-olds in Wales. Cardiff: Welsh Assembly Government.

RHESTR GYFEIRIADAU REFERENCE LIST

AR DDIWEDD POB DARN O WAITH
ACADEMAIDD, MAE ANGEN RHESTR
GYFEIRIADAU

AT THE END OF EACH PIECE OF
ACADEMIC WORK, A REFERENCE LIST
IS REQUIRED



RHESTR GYFEIRIADAU

REFERENCE LIST



- I'w chyflwyno gyda phob aseiniad
- Pob ffynhonnell sydd wedi'i chynnwys yn eich aseiniad
- Ni ddylid rhifo ffynonellau
- Peidiwch â defnyddio pwyntiau bwled
- Dilynwch y canllawiau sydd yn llawlyfr cyfeirnod Harvard (Moodle)
- To be submitted with every assignment
- All sources included within your assignment
- Sources should not be numbered
- Do not use bullet points
- Follow guidance in Harvard referencing handbook (Moodle)

RHESTRAU CYFEIRIADAU

REFERENCE LISTS



- Yn nhrefn yr wyddor
- Cyfenw'r awdur yn gyntaf
- Cysondeb
- Trefn
- Pob atalnod yn ei le
- Harvard
- Cofiwch nodi pob awdur
- Llyfryddiaeth – deunydd a ddarllenwyd ond heb ei ddefnyddio - Yr un fformat â rhestr gyfeiriadau
- Alphabetical order
- Surname of first author
- Consistency
- Order
- Punctuation
- Harvard
- Remember to note each author
- Bibliography – material read but not used - Same format as reference list

RHESTR GYFEIRIADAU

REFERENCE LIST



- Ffynonellau gan yr un awdur:
 - Ffynhonnell gyntaf (LICC, 2018)
 - Ail ffynhonnell (LICC, 2018a)
 - Trydedd ffynhonnell (LICC, 2018b)...
- Peidiwch â chynnwys deunydd a ddarllenwyd ond sydd heb ei ddefnyddio yn eich aseiniad
- Sources by same author:
 - First source (WAG, 2018)
 - Second source (WAG, 2018a)
 - Third source (WAG, 2018b)...
- Do not include material read but not used in your assignment

ENGHRAIFFT EXAMPLE



- Ainsworth, S. (2018) *Reflections on a primary school*, Carmarthen: Good Books
- Baggott, A. (2017) *Pwysigrwydd adfyfyrrio mewn addysg uwch*, Caerfyrddin: Llyfrau Diddorol
- Roberts, L. (2020) *Bilingualism – what next?* Carmarthen: Enjoyment Publishing

TASG TASK



-
- Gan ddefnyddio
 - y llyfrau a fenthycych o'r llyfrgell
 - yr erthyglau cyfnodolion rydym wedi eu defnyddio yn yr enghreifftiau
 - Gwefan y damcaniaethau dysgu o'r dasg flaenorol
 - Lluniwch restr gyfeiriadau gywir gan ddefnyddio Harvard yn MS Word.
- Using
 - the books you took from the library
 - the journal articles we have used in the examples
 - The Learning Theories website from the previous task
 - Create an accurate Harvard reference list in MS Word.

CYFEIRNODI
GYDA WORD

REFERENCING
WITH WORD



LLÊN-LADRAD PLAGIARISM



BETH YW LLÊN-LADRAD? WHAT IS PLAGIARISM?

- Cymryd gwaith person arall a'i ddefnyddio'n fwriadol gan honni mai eich gwaith chi ydyw
- Trosedd academiaidd
- Cosbau
- Proses Brifysgol
- Taking and using another person's work deliberately and allege that it's your own work
- An academic offence
- Consequences
- University Process

PWYSIG! IMPORTANT!

- Cyfeirnodwch eich gwaith bob amser
- Cofiwch gynnwys GYFEIRIADAU
- Defnyddiwch syniadau GWREIDDIOL
- Always reference your work
- Remember to include REFERENCES
- Use ORIGINAL ideas



TURNITIN



-
- Adnodd ar-lein sy'n helpu staff i ganfod llên-ladrad posib
 - Yn cymharu gwaith myfyrwyr yn erbyn cronfa ddata fawr iawn
 - Yn helpu myfyrwyr i leihau canran y tebygrwydd
 - Online resource which helps staff detect potential plagiarism
 - Compares students' work against very large database
 - Helps students reduce percentage of similarity

TURNITIN – ASEINIADAU/ASSIGNMENTS



- Llwythwch aseiniad ar y ddolen DRAFFT
- Edrychwch ar yr adroddiad tebygrwydd (MEWN LLIW)
- Hyd yn oed os yw'r ganran yn isel, rhaid i chi wirio pob darn lliw
- Upload assignment onto DRAFT link
- Check similarity report (IN COLOUR)
- Even if low percentage, you must check every coloured segment

TURNITIN



-
- EWCH AMDANI ...
 - Defnyddiwch yr enghreifftiau Aralleirio a rhestr gyfeiriadau a greoch yn flaenorol i lanlwytho i ddolen Turnitin yn Uned un
 - A oes llawer o liw?
 - Efallai bod angen mwy o aralleirio?
 - Efallai bod angen lleihau'r nifer o ddyfyniadau uniongyrchol?
 - HAVE A GO...
 - Use the Paraphrasing and reference list examples you created earlier to upload to the turnitin link in Unit one
 - Is there a lot of colour?
 - Perhaps more paraphrasing is required?
 - Perhaps amount of direct quotations need to be reduced?

AMCANION OBJECTIVES

- Ar ddiwedd y sesiwn hon ydych chi'n gallu:
 - Cofio sut i ddyfynnu ffynonellau academaidd
 - Disgrifio pwysigrwydd cyfeirnod
 - Esbonio sut i osgoi llên-ladrad
- At the end of this session are you able to:
 - Recall how to cite academic sources
 - Describe the importance of referencing
 - Explain how to avoid plagiarism

CWESTIYNAU QUESTIONS

