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Disgwyliadau
JANUARY 2012
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Amcanion
Learning Outcomes
Deilliannau Dysgu
Contact details
See the trend?
Session Outlines
Cynnwys o'r modiwl
Assessment / Asesiad
Assessment Guidance online
Module handbook
Llawlyfr Modiwl
Research on the Solution room
for 4 key slides

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

# M6X01438

## Egwyddorion Pedagogeg



## Plant fel Dysgwyr

@dilynwr



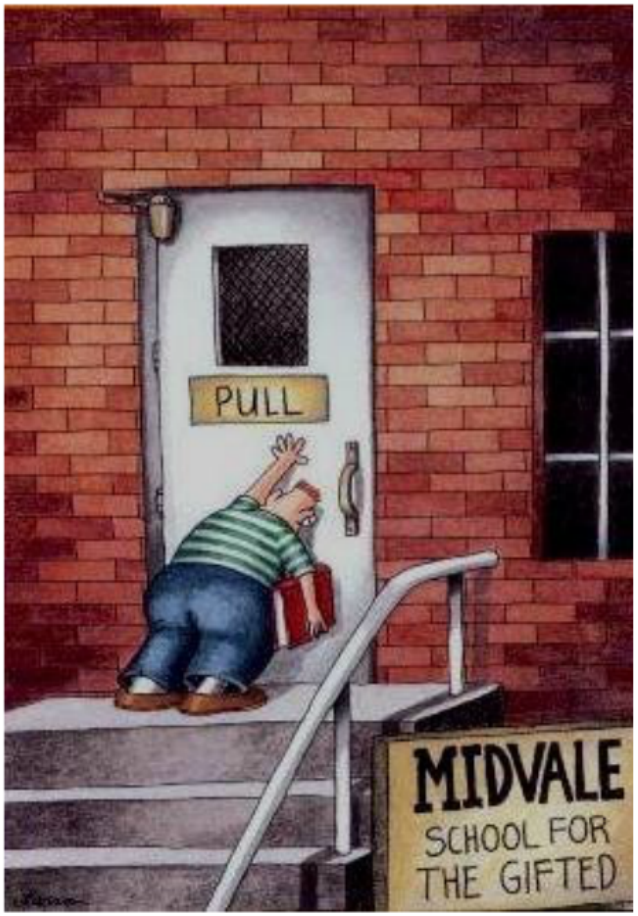

Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education




# @dilynwr

https://uk.pinterest.com/Dilynwr/

# Croeso i'r Brifysgol!



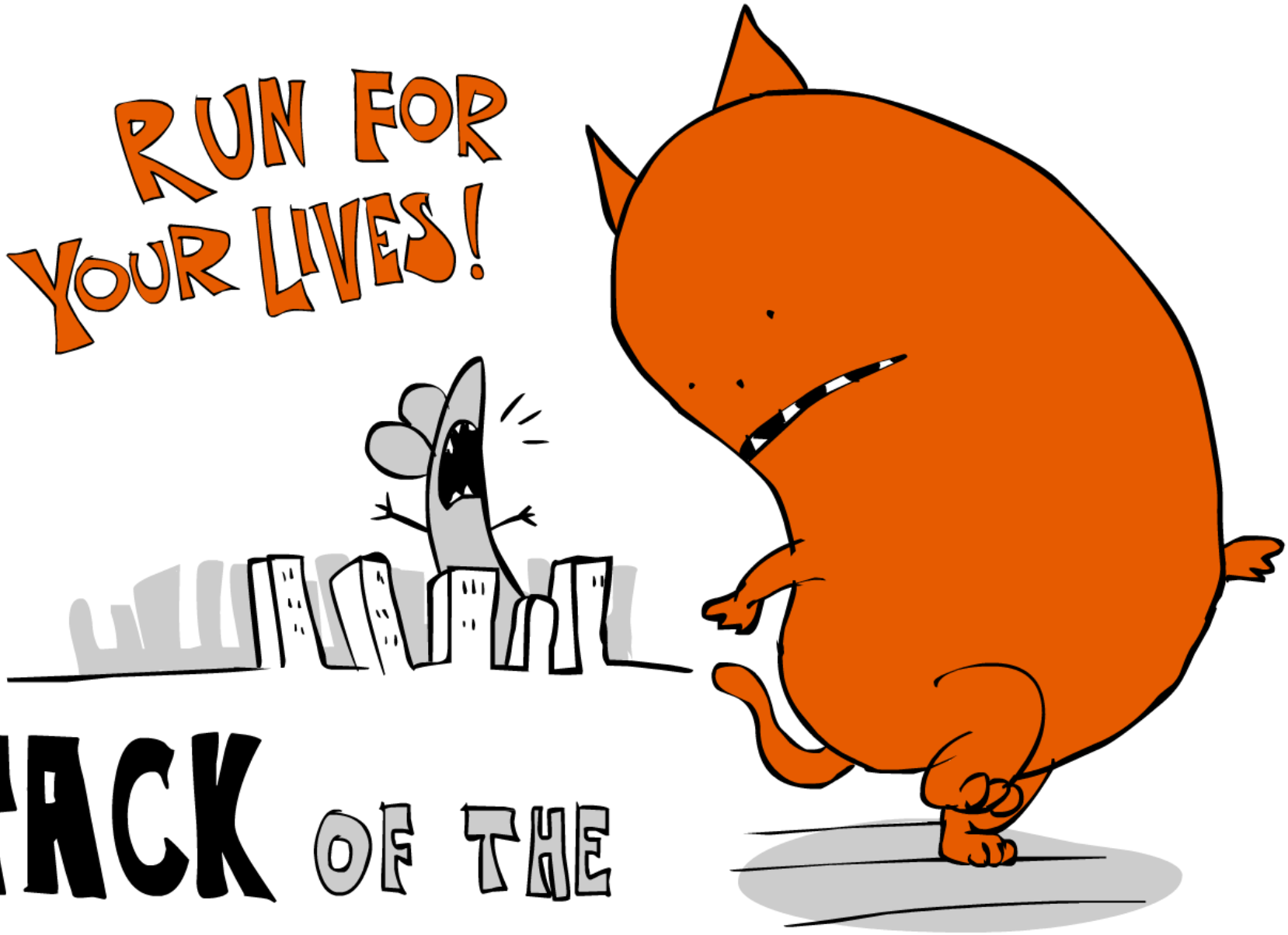
# Mewn llai na bwyddyn



# Addysgu!


RUN FOR
YOUR LIVES!

RUN FOR YOUR LIVES!



# ATTACK OF THE 50-FOOT MOUSE

NOW IN PREVISION™



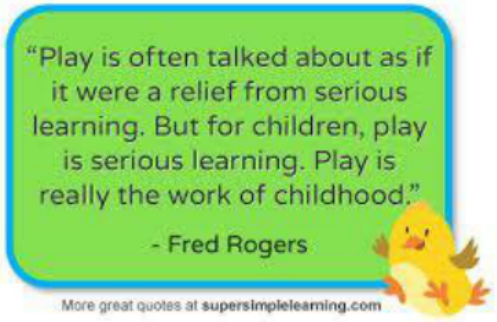


Sut i ni'n dysgu?

# We learn in many ways
# Rydym yn dysgu mewn nifer o ffyrdd

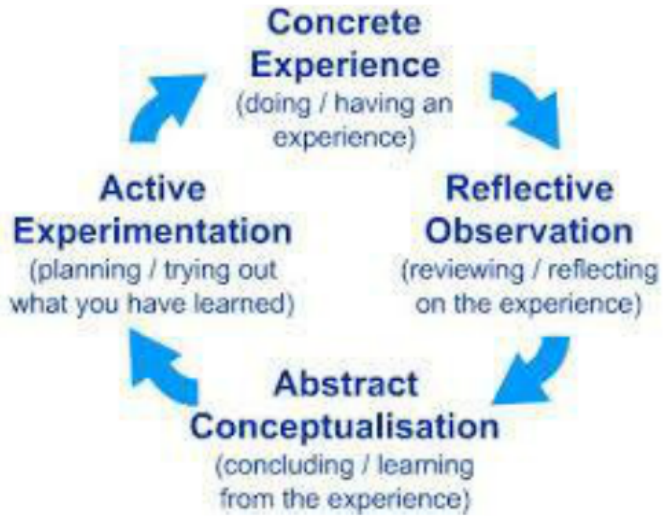
- Play
- Talk
- Copying
- Watching
- Listening
- Doing
- Explaining
- Reflecting
- Making mistakes

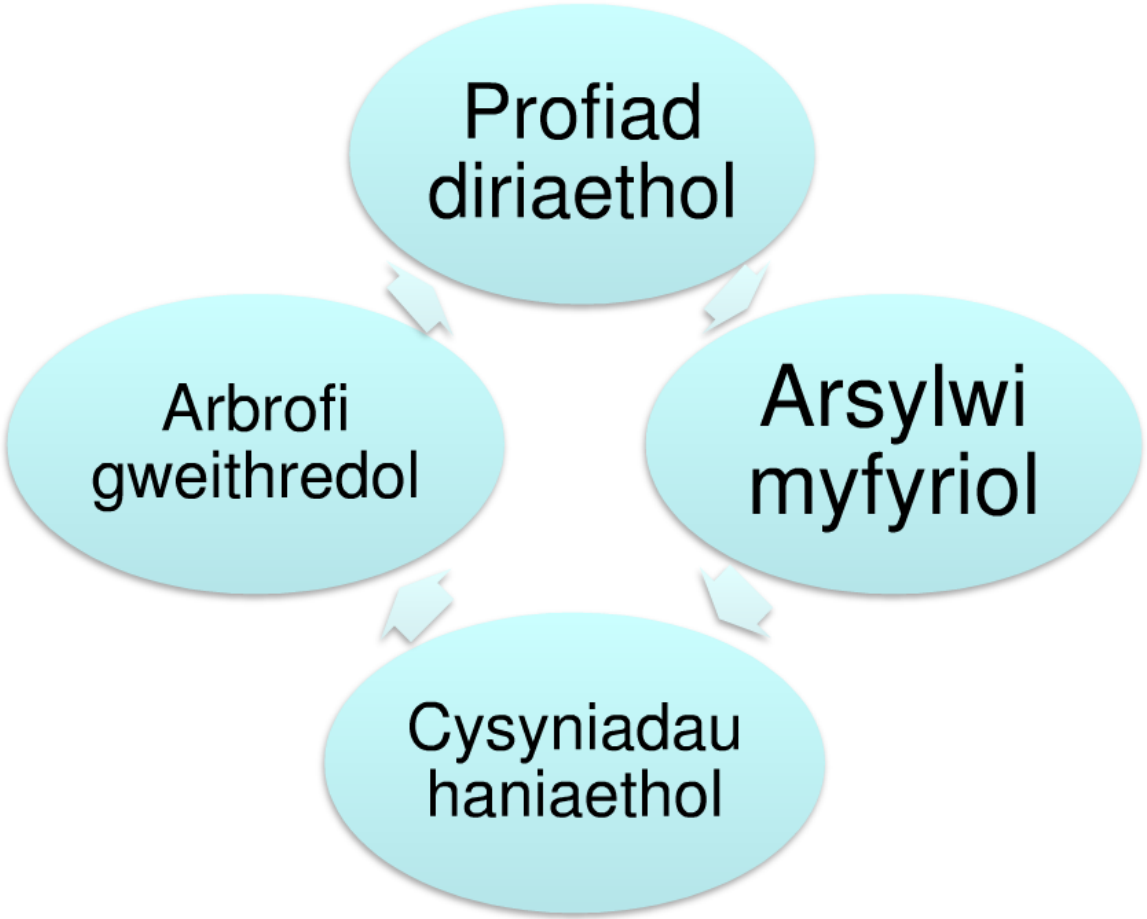
- chwarae
- sgwrs
- copïo
- gwylio
- gwrando
- gwneud
- Esbonio
- Myfyrio
- Gwneud camgymeriadau



# Key ‘learning style theories’ include:
# Rhai o 'ddamcaniaethau arddull dysgu' allweddol yn cynnwys:

Kolb (1999)



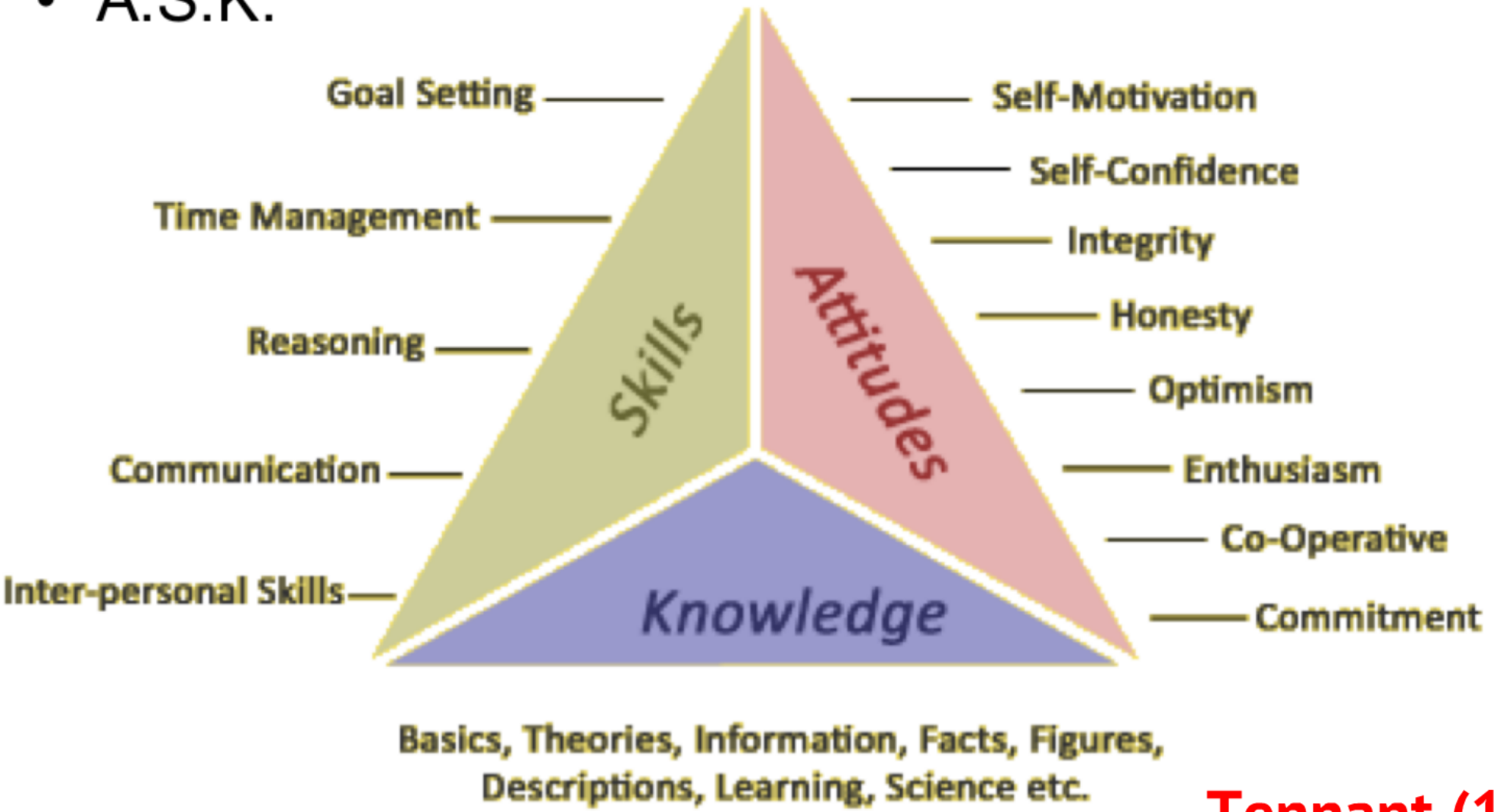



# Balance:

## Cydbwysedd

## *Triangle of Success*

- A.S.K.




Tennant (199

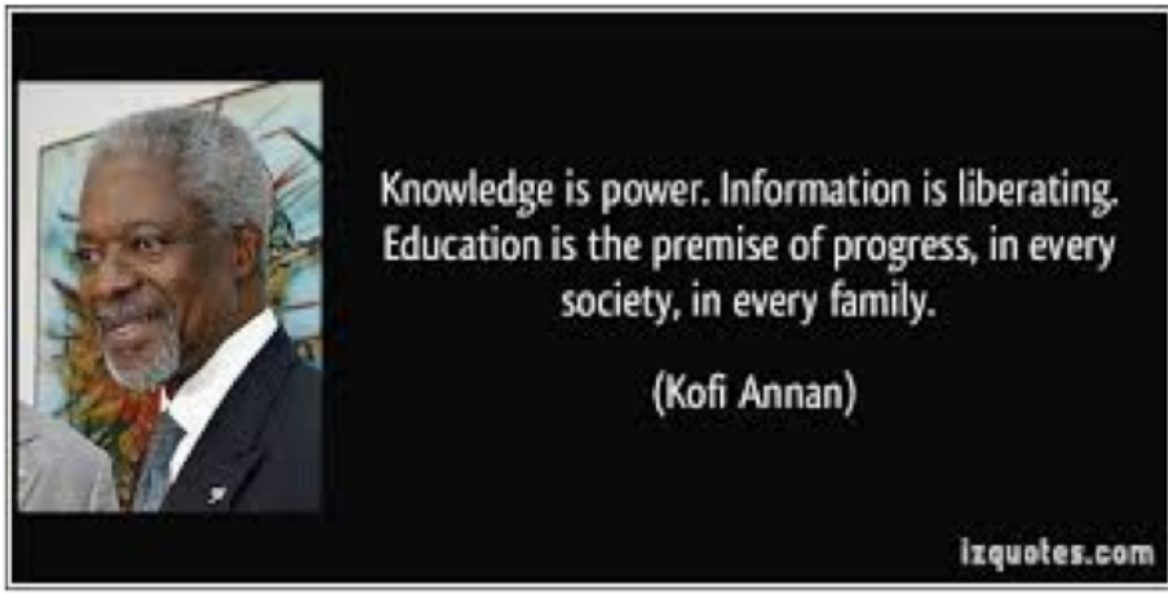
# What should children learn?

# Beth ddylid plant dysgu?

The function of education is to
teach one to think intensively
and to think critically.
Intelligence plus
character - that is the
goal of true education.

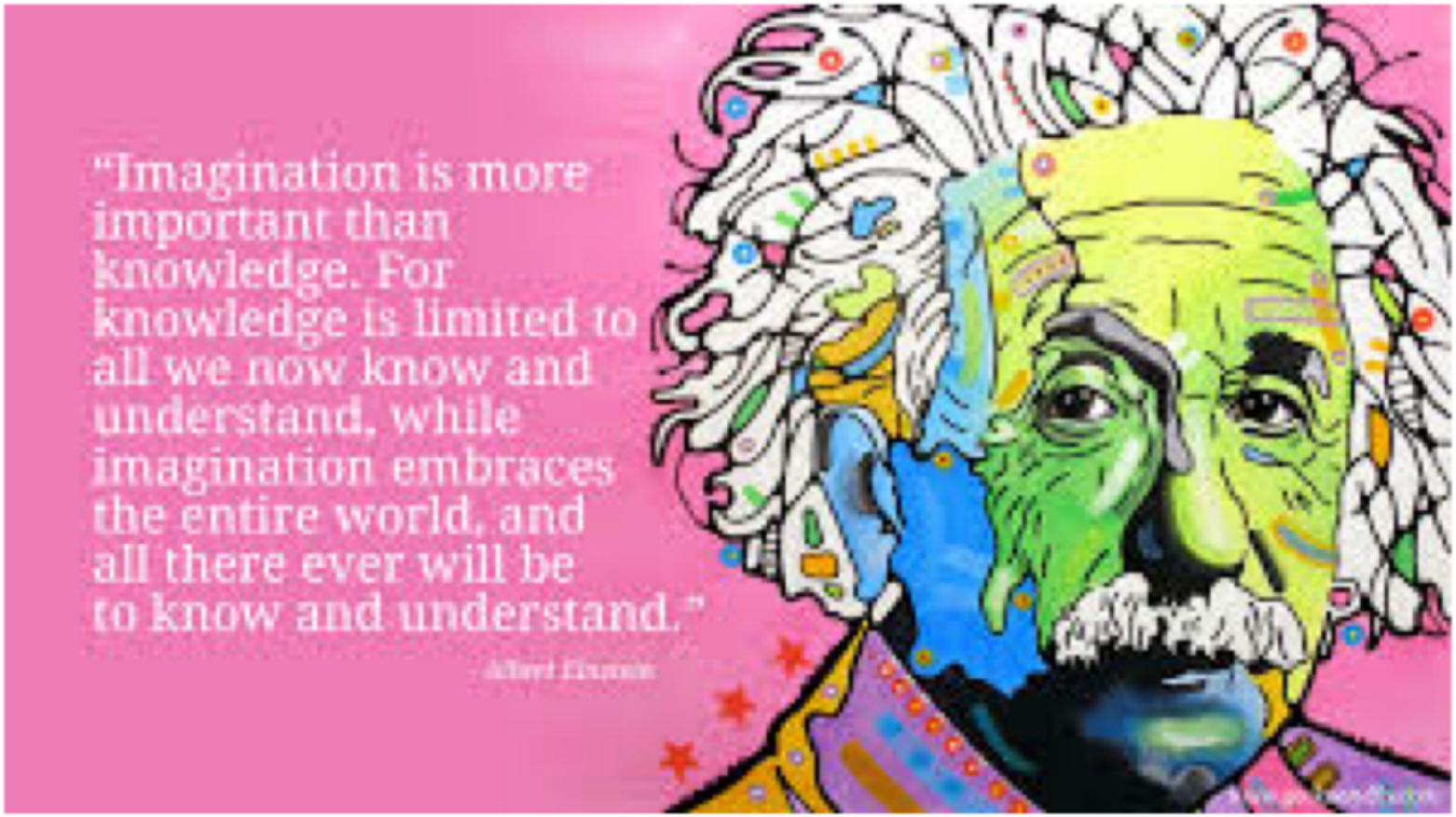
Martin Luther King, Jr.

VERYBESTQUOTES.COM




Llywodraeth Cymru
Welsh Government

# Right you, outside, let's sort this out in the alley!



Key
Rhai
Kolb (19

# Cymhelliant, cyfleoedd ac adnoddau.



and Thinking

## Beth am chwarae gêm?

Thick wall it tea of myrrh seize knots trained

Cymerwch peth amser i geisio cofio'r geiriau yma...

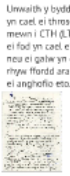
# Learning and memory

## Dysgu a Chofio



cynnwys strwythuredig!

Gydol oes!



Ymennydd yn barnu os mae'n o unrhyw ddefnydd ... yna taflu allan!

CTH

LTM

Cof Tymor Tir - Long Term Memory

Gwneud synwyr i'r dysgwr



Rhaid i wybodaeth cael ei phrosesu a'i strwythuro

hawdd dadleoli

easily displaced

eiladau !secs!

CTB

STM

Cof Tymor Byr - Short Term Memory

mwyafrif o wybodaeth wedi ei storio / prosesu a ...

Gwybodaeth newydd a rhoddir yn rhy gyflym does dim digon o amser i brosesu felly ...





Synhwyrau arall



Meddwl



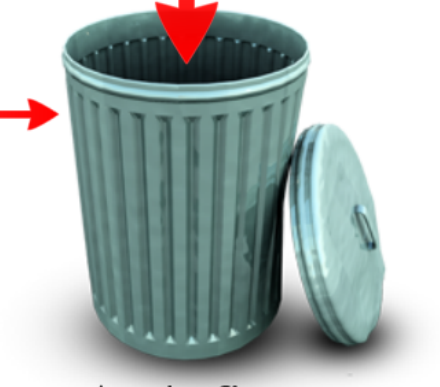
Dim yn anniben

Anghofio



Nad ydynt o dan reolaeth ymwybodol uniongyrchol

Nôd = yr unig wybodaeth ddefnyddiol byddwn yn dod ar draws yn rheolaidd.



Anghofio

# Dysgu a Chofio



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Gydol oes!

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dysgwr

ei phrosesu a'i strwythuro



mwyafrif o wybodaeth wedi storio / prosesu a ...

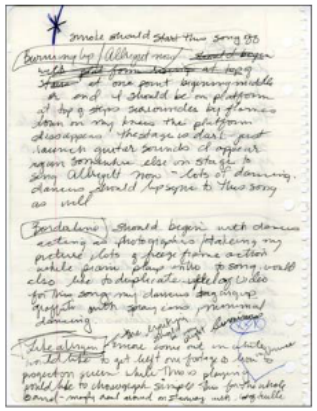
Gwybodaeth newydd a rhoddir yn rhy gyflym does dim digon o amser i brosesu felly ...





# Gydol oes!

Unwaith y bydd gwybodaeth yn cael ei throsglwyddo i mewn i CTH (LTM), oni bai ei fod yn cael ei ddefnyddio neu ei galw yn ôl mewn rhyw ffordd arall, mae'n cael ei anghofio eto.



**Ymennydd yn barnu os mae'n o unrhyw ddefnydd ... yna taflu allan!**

CTH

LTM

Cof Tymor Tir - Long Term Memory

**Dim yn anniben**

# Anghofio



**Nad ydynt o dan reolaeth ymwybodol uniongyrchol**

**Nôd = yr unig wybodaeth ddefnyddiol byddwn yn dod ar draws yn rheolaidd.**

**So how do we ensure our children don't forget what we teach?**

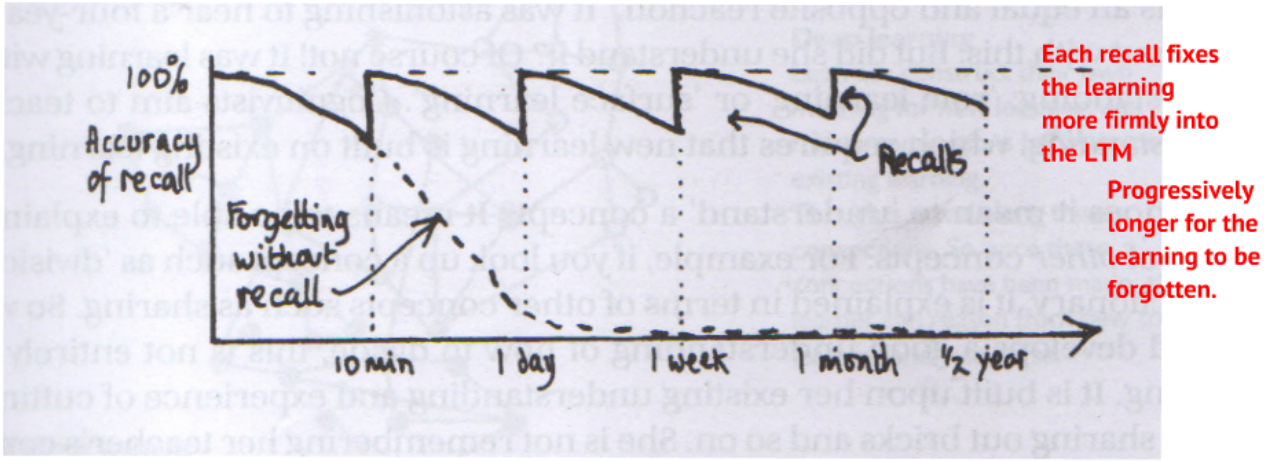
**Felly sut rydym yn sicrhau nad yw ein plant yn anghofio'r hyn rydym yn addysgu?**

# Ailadrodd-Repetition

**We must ensure that information is recalled and used frequently.**

**There are exceptions...that one off memorable experience!**

(Emotional significance)

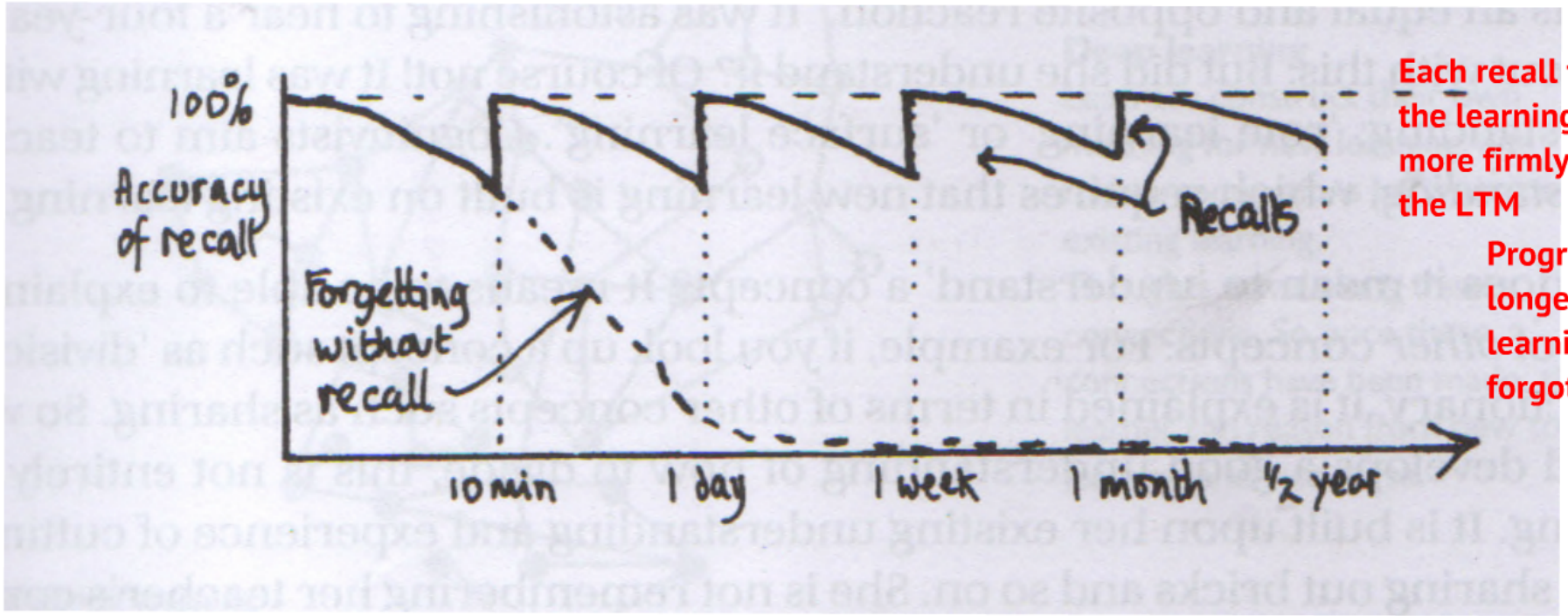



J.B Watson = Remembering depended on "frequency and recency"

There are exceptions...that one of

# memorable experience!

(Emotional sig




J.B Watson = Remembering depended on "frequency and recency"

J.B Watson = Remembering depended on "frequency and recency"

Mae ein gwybodaeth o gof yn awgrymu'r canlynol:

- Peidiwch â cyflwyno'r deunydd newydd yn rhy gyflym.
- Arafwch.
- Gadewch tawelwch ar ôl dedfryd bwysigrwydd.
- Mae angen i blant gael gweithgareddau sy'n eu hannog i brosesu deunydd newydd.
- Caniatáu plant i ddefnyddio ac i ailstrwythuro'r wybodaeth yn bersonol .
- I wybodaeth gael ei storio yn CTH rhaid eu alw yn ôl a ddefnyddio yn aml.



Ymddiheuriadau - Bydd peth o hwn yn ...

# Saesneg

## Constructivist School
## Ysgol Adeileddiaeth

Learners must construct their own learning

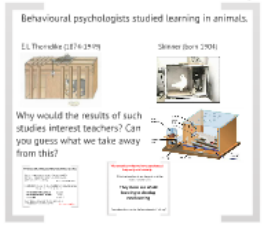
Rhaid i ddysgwyr adeilad dysgu eu hunain





## Behaviourist School
## Ysgol Ymddygiadaeth

Rewards and motivation -Gwobrau a chymhelliant

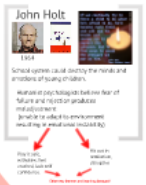




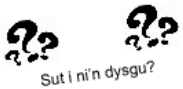


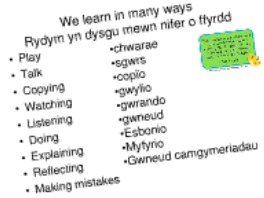
## Humanistic School -
## Ysgol dyneiddiol

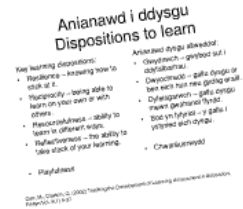
Meeting the emotional needs of learners - Cwrdd ag anghenion emosiynol dysgwyr






# Mae tair ysgol o ddysgu mewn seicoleg

# Constructivist School
# Ysgol Adeileddiaeth

Learners must construct their own learning

Rhaid i ddysgwyr adeilad dysgu eu hunain




'surface learning' or 'rote learning' = without understanding

Constructivist aim to teach for UNDERSTANDING.

What does it mean to understand something?
Beth mae'n ei olygu i ddeall rhywbeth?









**'surface learning' or 'rote learning' = without understanding**

**Constructivist aim to teach for UNDERSTANDING.**

rning" – without understanding

each for UNDERSTANDING.

**What does it mean to understand something?**

**Beth mae'n ei olygu i ddeall rhywbeth?**

**To understand something is to explain it in terms of other concepts**

# Division

Bhanu

New learning is built on existing learning.

Mae dysgu newydd wedi ei adeiladu ar ddysgu parod.

# Division

## Rhannu



When explaining division we discuss concepts such as 'sharing'.
A child will develop understanding of division by building on their knowledge of 'cutting up cakes' and 'sharing out sweets'

**They create their own concept of division**

**Constructivist school believes:**

- **Learn by doing**
- **Ask children challenging questions**
- **As a result children make own sense of what they are learning in order to use it in real life.**



Apply previous learning from today's session

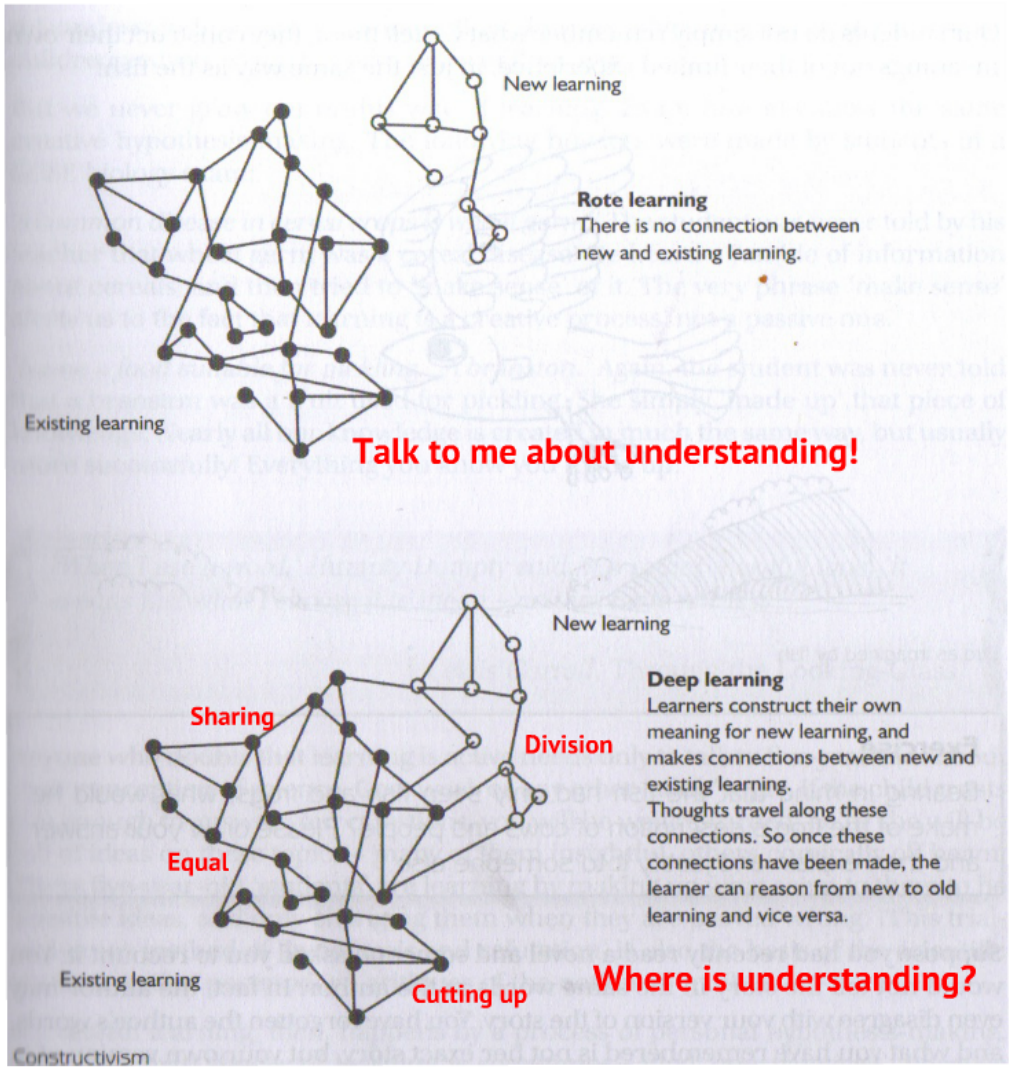
# Theory of 'Constructivism'

**Learning is a physical process**

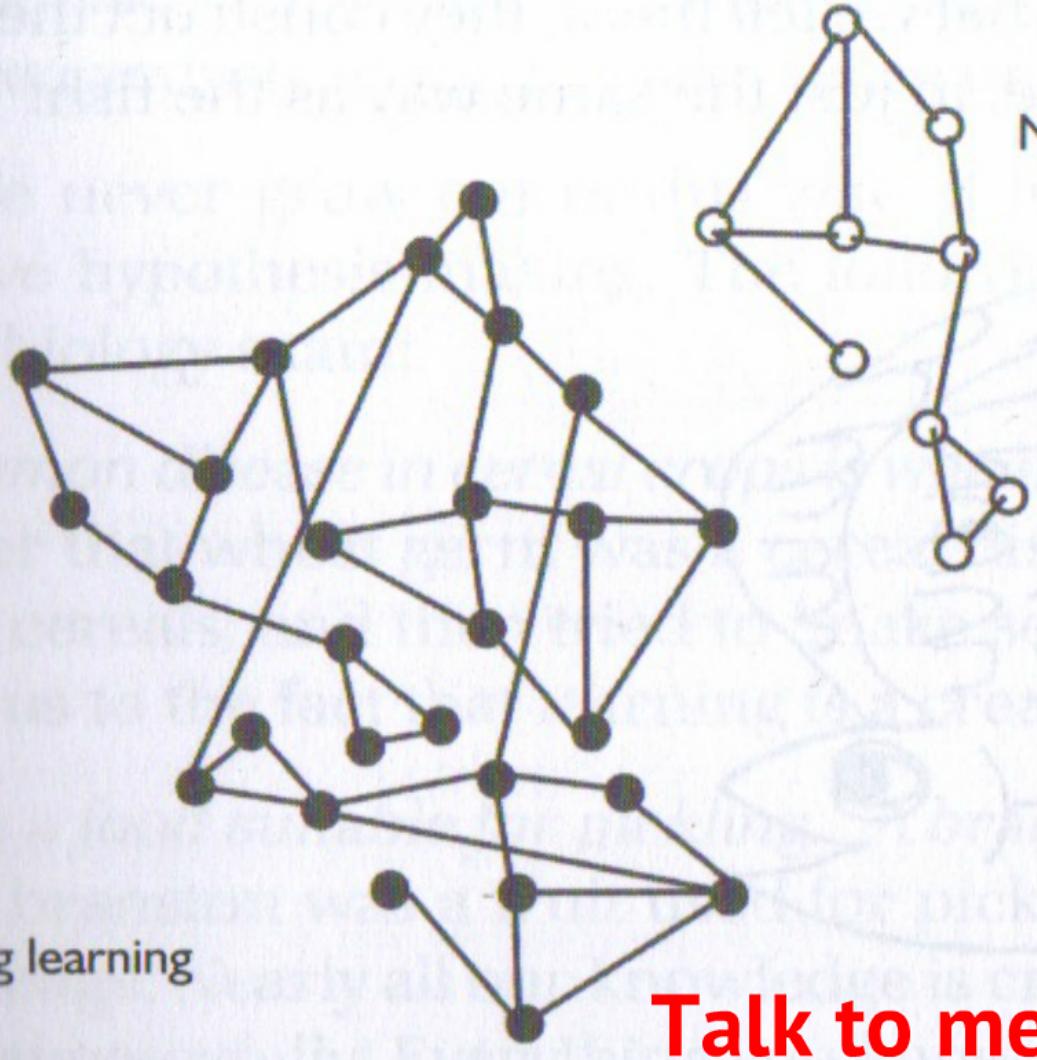
**( Billions of neurons connect to make a network which encodes the new learning)**

**of**
**it in**

rning
n



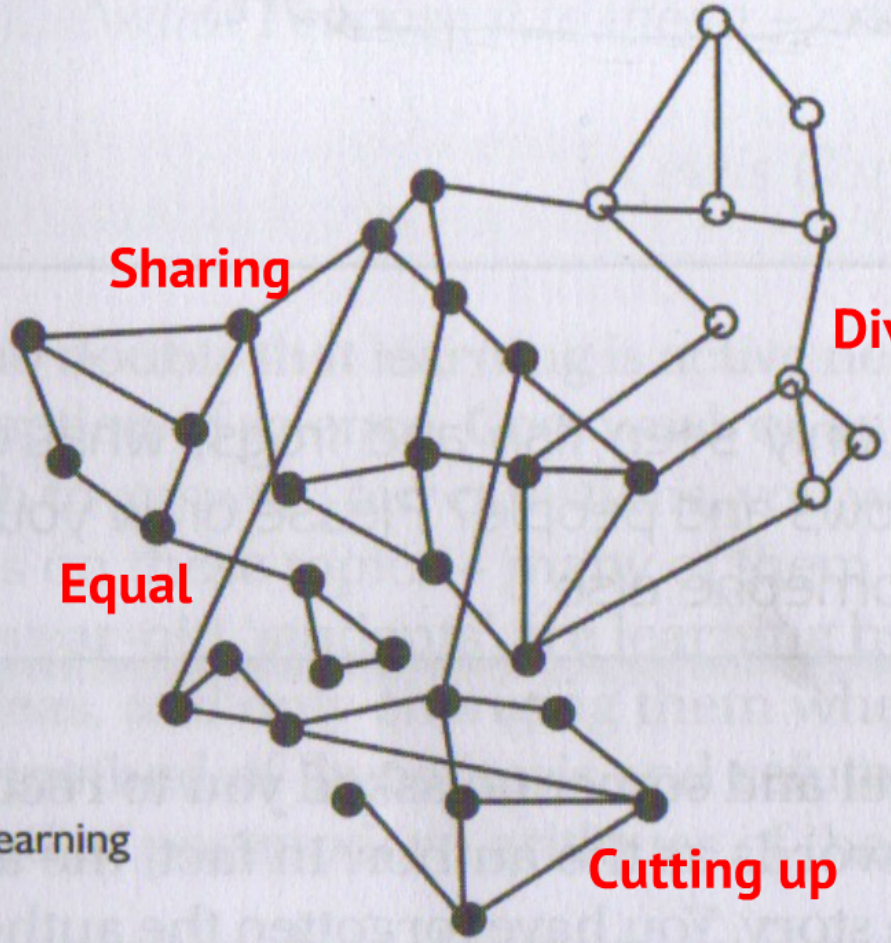
# the new learning)




**Rote learning**
There is no connection between new and existing learning.

**Talk to me about understanding!**

# Talk to me about understanding!

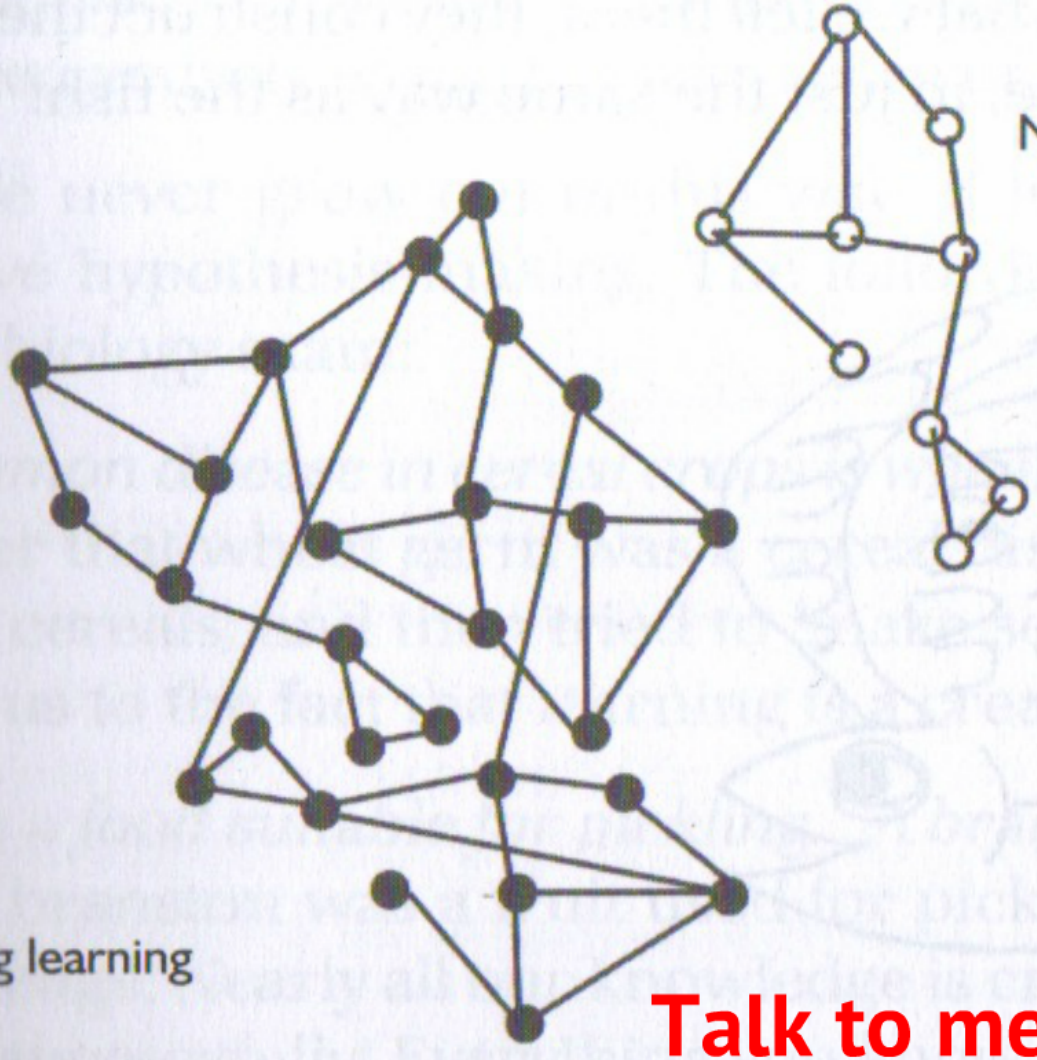



**Deep learning**
Learners construct their own meaning for new learning, and makes connections between new and existing learning.
Thoughts travel along these connections. So once these connections have been made, the learner can reason from new to old learning and vice versa.

**Where is understanding?**

onstructivism

# the new learning)

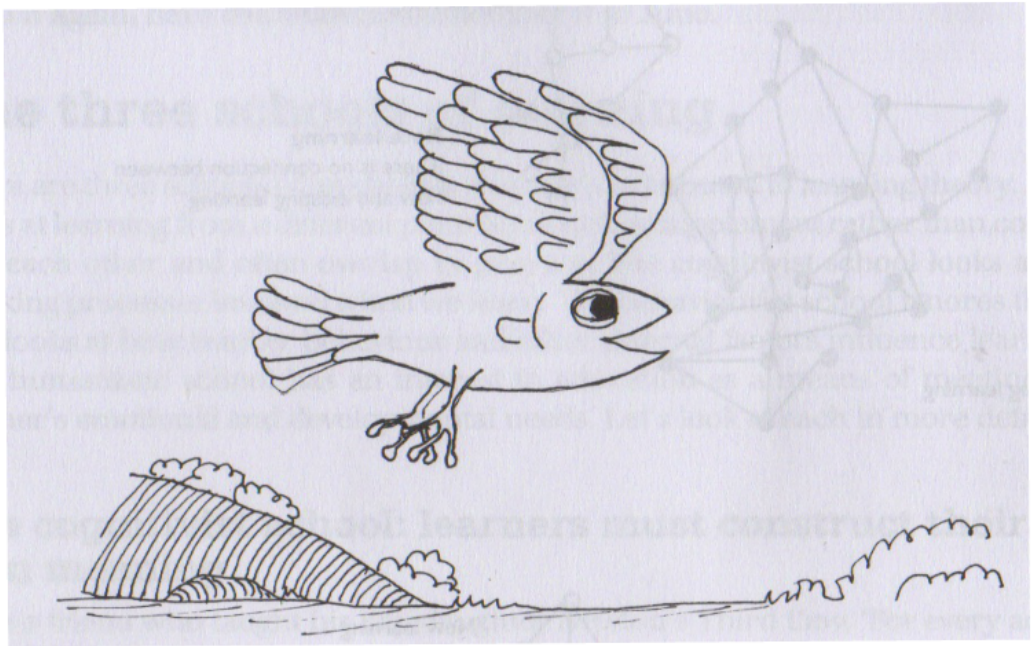



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# Constructivist Principles and Strategies

Use teaching strategies that require all children to make a construct

**Active learning rather than passive teacher talk**

Higher order thinking tasks

Check and correct - Learning trial and error process.
Set activities that require children to check own and others learning errors and omissions

Guided discovery

**What the learner does is more important than what the teacher does!**

Use poor answers to explore misconceptions

**Get children to explain understanding to each other..formally and informally correct**

Peer teaching



Group work to form constructs

# Behaviourist School
# Ysgol Ymddygiadaeth

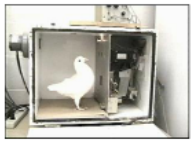
## Rewards and motivation -Gwobrau a chymhelliant

Behavioural psychologists studied learning in animals.

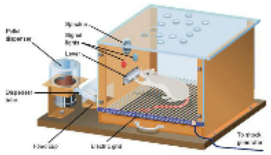
E.L Thorndike (1874-1949)



Skinner (born 1904)



Why would the results of such studies interest teachers? Can you guess what we take away from this?










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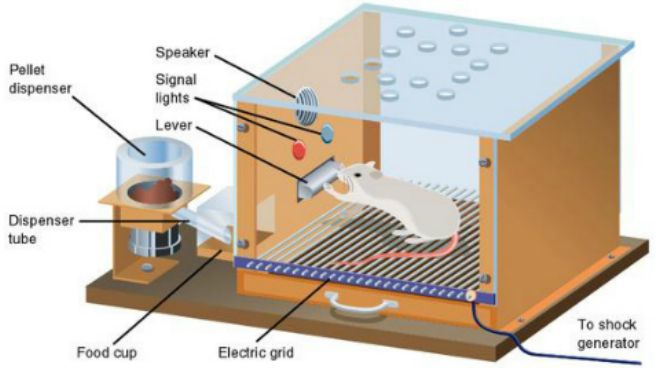
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**Principles of learning according to behaviourist school**

Learners require some reward or 'reinforcement' for learning ( Learners motivated by expected reward - praise or satisfied curiosity)

Set achievable tasks for learners

Divide long tasks into a number of smaller ones

Make sure learners are successful regularly

**Reinforcement should follow the desired behaviour as soon as possible.** feedback while working!

Learning is step by step not all at once and is strengthened by repeated success

No success = soon give up!

**We remember what we have experienced frequently and recently**

Effective teachers stress key points at the start/ end of lessons

**They make use of old learning to develop new learning**

Does education violate the behaviorsts' findings?

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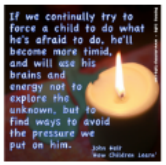
Meeting the emotional needs of learners - Cwrdd ag anghenion emosiynol dysgwyr

## John Holt



1964




School system could destroy the minds and emotions of young children.

Humanist psychologists believe fear of failure and rejection produces maladjustment
(unable to adapt to environment resulting in emotional instability)

Play it safe, withdraw, feel crushed, lack self confidence.

Hit out in retaliation, disruptive

Either way learners and learning damaged!

**Humanist school believes emotional factors and personal growth and development are the highest values. Schools are there to meet the needs of the individual not the other way around!**

**Teimladau /thoughts?**



Learners should be allowed to pursue their own interests and talents in order to develop themselves as fully as possible in their own unique direction.

Learners should be self directed - negotiated learning contract

**Materials/rate/content/ methods all customised to learner**

Choices maintain high motivation

National curriculum and compulsory attendance abandoned or low priority!

**Students take responsibility for own learning**

Over-helping by teachers encourages dependency



**No blame policy for mistakes**

Self assessment is preferable to teacher assessment as teacher tests promote 'rote' learning and teacher assessment can create fear and humiliation. Students will never take responsibility of their own improvement until they can learn to be constructively critical of their own work.

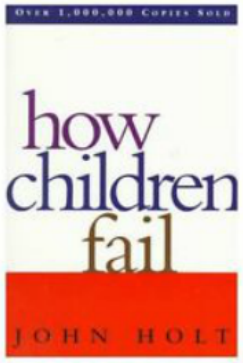
**Given time to improve work**

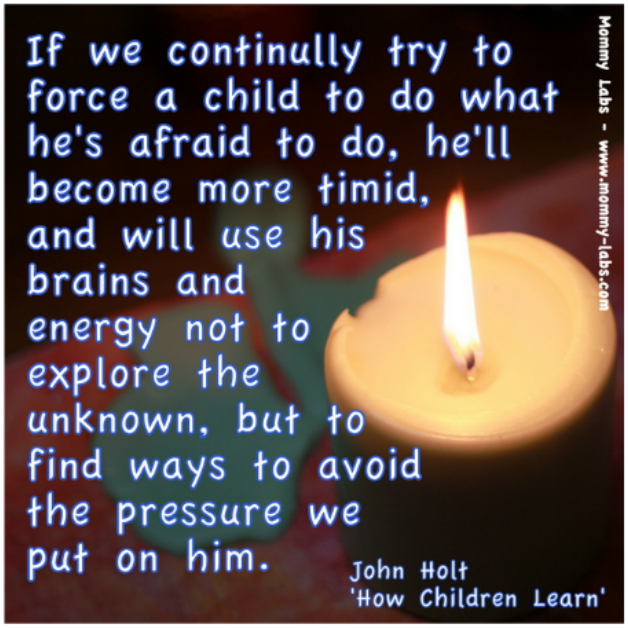
Learners present themselves for assessment when they feel ready

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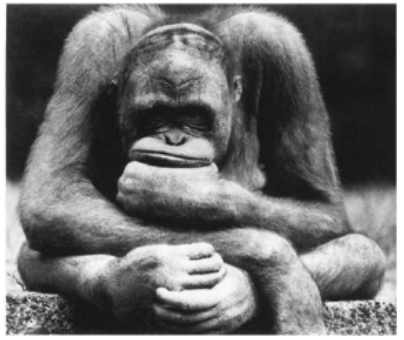
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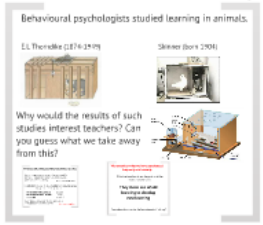
Rhaid i ddysgwyr adeilad dysgu eu hunain





## Behaviourist School
## Ysgol Ymddygiadaeth

Rewards and motivation -Gwobrau a chymhelliant

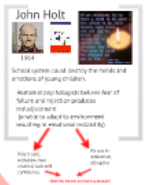




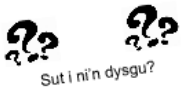


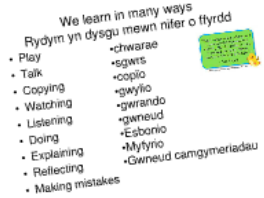
## Humanistic School -
## Ysgol dyneiddiol

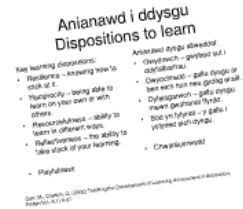
Meeting the emotional needs of learners - Cwrdd ag anghenion emosiynol dysgwyr



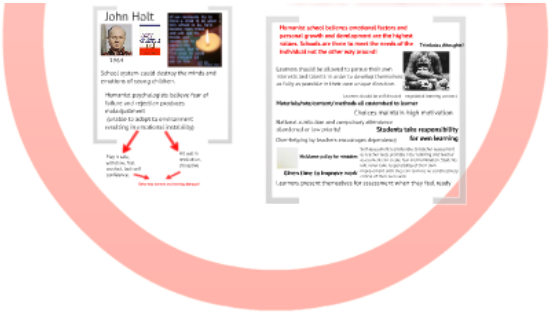


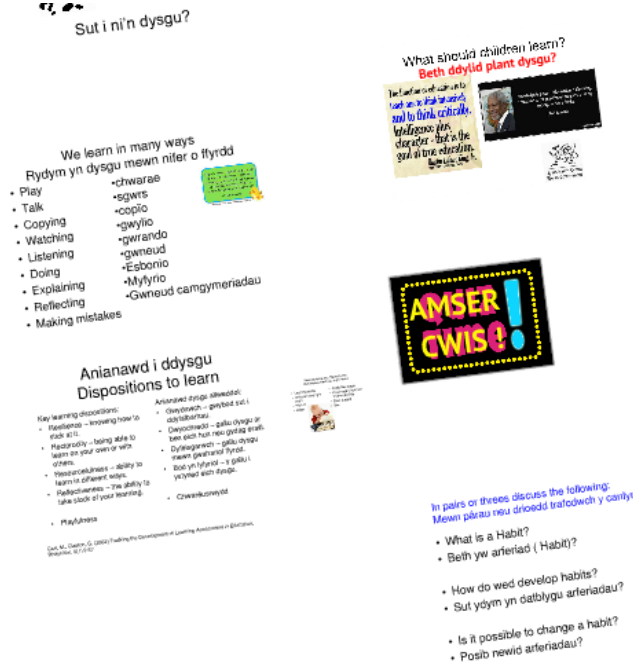




# Mae tair ysgol o ddysgu mewn seicoleg




# Mae tair ysgol o ddysgu mewn seicoleg

# er beth am Adeileddiaedd Gymdeithasol???

Vygotsky, Bruner a Dewey?

# Vygotsky, Bruner a Dewey?

# Key approaches



## Learning Theory

| | Behaviourism | Constructivism | Social constructivism |
|---|---|---|---|
| Knowledge | Response to external stimuli | Active construction | Social construction |
| Learning | Passive absorption by repetition | Discovery, assimilation and accommodation | Collaborative assimilation and accommodation |
| Motivation | Extrinsic, reward and punishment | Intrinsic | Intrinsic and extrinsic |
| Teaching | Transmission and reinforcement by teacher | Teacher facilitates | Collaboration is facilitated and guided by teacher |

# Dulliau Allweddol

| Damcaniaeth dysgu | | | |
|---|---|---|---|
| | Ymddygiadaeth<br>Behaviourism | Adeileddiaeth<br>Constructivism | Adeileddiaeth gymdeithasol<br>Social constructivism |
| Gwybodaeth | Ymateb i ysgogiadau allanol | Adeiladedd gweithredol | Adeiladedd gymdeithasol |
| Dysgu | Amsugno goddefol drwy ailadrodd | Darganfod, cymhathu a chymhwyso | Cymathu cydweithredol a chymhwyso |
| Cymhelliant | Anghynhenid, gwobr a chosb | Cynhenid | Cynhenid ac anghynhenid |

## Key thinkers include...
## Meddylwyr allweddol yn cynnwys ...

Locke
Froebel
Dewey
Montessori
Skinner
Piaget

Bronfenbrenner
Rogoff
Rinaldi
Perkins
Gardner
Vygotsky,
Bruner

But so many more...
Ond mae cymaint mwy ...









# Ydych chi'n cofio'r geiriau yna?

**Thick wall it tea of myrrh seize knots trained**

Bron yn ffonolegol tebyg i...

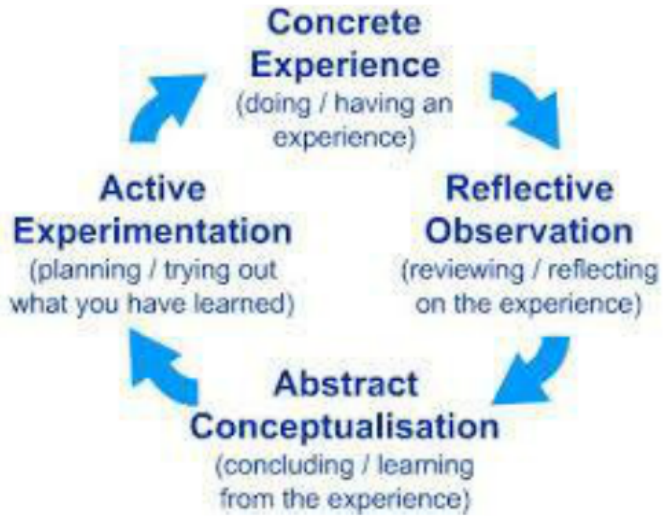
**The quality of mercy is not strained**

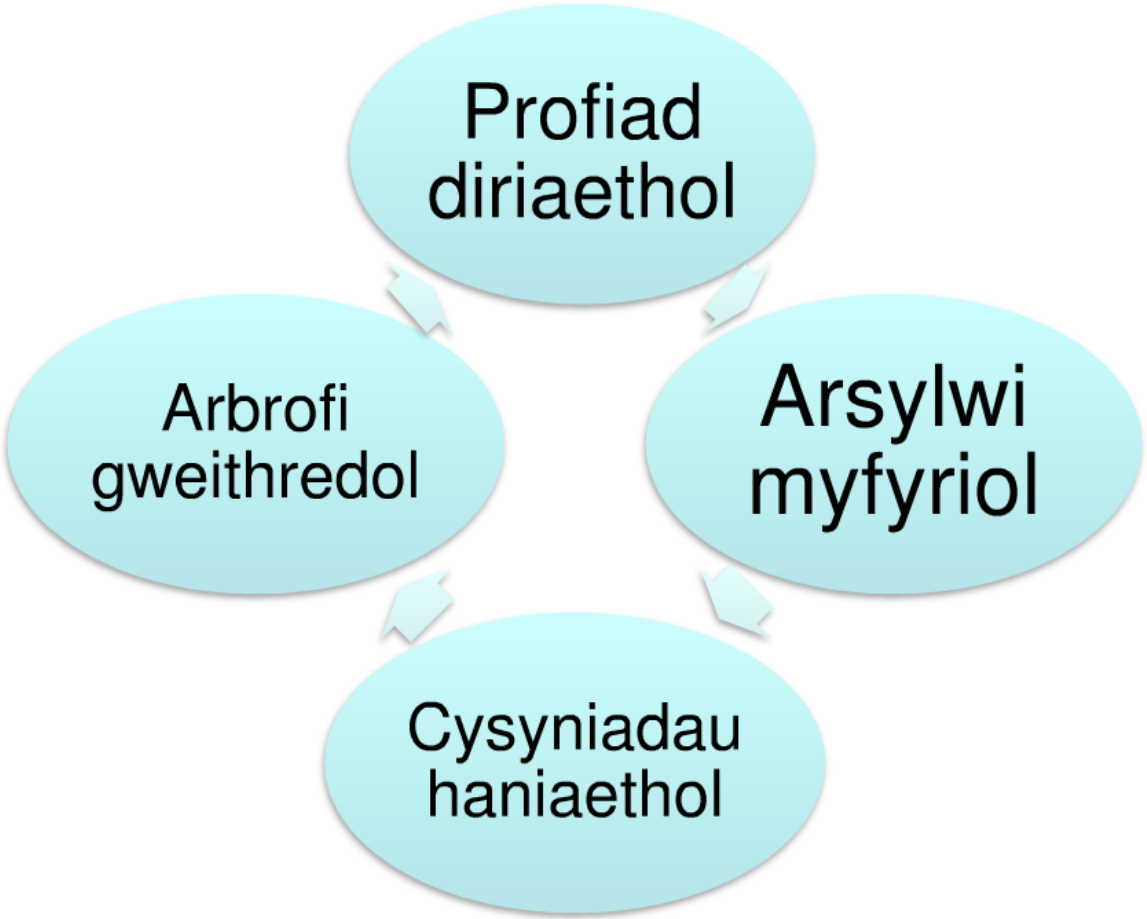
Gwneud symwir? Mewn iaith arall hefyd?

Ar y cyfan, nid ydym yn cofio geiriau, cofiwn ystyron a ystyron ein hunain o'r hyn sydd angen cofio!

# Key ‘learning style theories’ include:
# Rhai o 'ddamcaniaethau arddull dysgu' allweddol yn cynnwys:

Kolb (1999)



# Anianawd i ddysgu
# Dispositions to learn

Key learning dispositions:

- Resilience – knowing how to stick at it.
- Reciprocity – being able to learn on your own or with others.
- Resourcefulness – ability to learn in different ways.
- Reflectiveness – the ability to take stock of your learning.
- Playfulness

Anianawd dysgu allweddol:

- Gwydnwch – gwybod sut i ddyfalbarhau.
- Dwyochredd – gallu dysgu ar ben eich hun neu gydag eraill.
- Dyfeisgarwch – gallu dysgu mewn gwahanol ffyrdd.
- Bod yn fyfyriol – y gallu i ystyried eich dysgu.
- Chwarëusrwydd

Carr, M., Claxton, G. (2002) Tracking the Development of Learning *Assessment in Education*, Rhifyn/Vol. 9(1) 9-37

In pairs or threes discuss the following:
Mewn pârau neu drioedd trafodwch y canlynol:

- What is a Habit?
- Beth yw arferiad ( Habit)?

- How do wed develop habits?
- Sut ydym yn datblygu arferiadau?

- Is it possible to change a habit?
- Posib newid arferiadau?

# Arferion y meddwl – Habits of Mind

- http://www.habitsofmind.org/
- 16 HOM - 16 AYM
- Am eich gwaith ac eich gwaith efo plant



# Beth yw Arferion y Meddwl?
# What are the Habits of Mind?

"A 'Habit of Mind' means having a disposition towards behaving intelligently when confronted with problems, the answers to which are not immediately known"

Costa and Kallick.

# "Habits of Mind"

Here are the Sixteen Habits of Mind



**1. Persisting:**
Stick to it!
Persevering on a task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.



**2. Managing impulsivity:**
Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.



**3. Listening with understanding and empathy:**
Understand Others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.



**4. Thinking flexibly:**
Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.



**5. Thinking about your thinking (Metacognition):**
Know your knowing!
Being aware of your own thoughts, strategies, feelings and actions and their effects on others.



**6. Striving for accuracy and precision.**
Check it again!
Always doing your best.
Setting high standards.
Checking and finding ways to improve constantly.



**7. Questioning and problem posing:**
How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.



**8. Applying past knowledge to new situations.**
Use what you Learn!
Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.



**9. Thinking and communicating with clarity and precision:**
Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.



**10. Gather data through all senses:**
Use your natural pathways! Pay attention to the world around you
Gather data through all the senses: tasting, touching, smelling, hearing and seeing.



**11. Creating, imagining, and innovating:**
Try a different way!
Generating new and novel ideas, fluency, originality.



**12. Responding with wonderment and awe:**
Have fun figuring it out!
Finding the world awesome, mysterious and being intrigued with phenomena and beauty.

# "Arferion y Meddwl" o fewn y modiwl

Dyma'r 16 Arferion y Meddwl



1.Dyfalbarhau
Daliwch ati! Dyfalbarhau â'r dasg nes ei chwblhau; parhau i ganolbwyntio. Ceisio dulliau o gyrraedd y nod ar ôl i chi fynd i'r gors. Peidio â rhoi'r ffidil yn y to.



2.Rheoli byrbwylltra
Cymerwch eich Amser! M
cyn gweithredu; bod yn
ddiffwdan, yn feddylgar
ystyriol.



3.Gwrando gyda dealltwriaeth ac empathi
Deallwch Bobl Eraill! Neilltuo egni meddyliol i feddyliau a syniadau rhywun arall. Gwneud ymdrech i ddeall barn ac emosiynau rhywun arall.



4 .Meddwl yn hyblyg
Edrychwch arni mewn Ffo
Wahanol! Gallu newid saft
creu dewisiadau eraill, ys
opsiynau.



5.Meddwl am eich ffordd o feddwl (Metawybyddiaeth)
Adnabyddwch eich meddylfryd! Bod yn ymwybodol o'ch meddyliau, strategaethau, teimladau a gweithredoedd eich hun a'u heffaith ar bobl eraill.



6.Ceisio cyrraedd cywirdeb
Gwiriwch ef eto! Gwneud
gorau glas bob tro. Gosod
safonau uchel. Gwirio a d
hyd i ffyrdd o wella yn gy



7.Cwestiynu a gosod problemau
Sut gwyddoch chi? Meddu ar agwedd ymholgar; gwybod pa ddata sydd eu hangen a datblygu strategaethau ymholi i gynhyrchu'r data hynny. Dod o hyd i broblemau i'w datrys.



8.Defnyddio gwybodaeth c
gorffennol mewn sefyllfao
newydd
Defnyddiwch beth rydych
Ddysgu! Defnyddio gwybo
flaenorol; trosglwyddo
gwybodaeth tu hwnt i'r se
lle cafodd ei dysgu.



9.Meddwl a chyfathrebu yn eglur ac yn fanwl
Byddwch yn eglur! Ceisio cyrraedd cyfathrebu manwl gywir ar lafar ac yn ysgrifenedig; osgoi gorgyffredinoli, ystumio,dileu a gorliwio.



10.Casglu data trwy'r holl synhwyrau:
Defnyddiwch eich llwybrc
cynhenid! Cymryd sylw o'r
o'ch cwmpas. Casglu data
trwy'r holl synhwyrau; bla
cyffwrdd, arogli, clywed
gweld.



11.Creu, dychmygu a mentro
Rhowch gynnig ar ddull gwahanol! Creu syniadau newydd ac anarferol,rhuglder, Gwreiddioldeb.



12.Ymateb gan ryfeddu a
Cael hwyl wrth ei weithio
Gweld y byd fel rhywbeth
rhyfeddol, a hudolus a ch
eich cyffroi gan ffenome
phrydferthwch.

# Damcaniaeth 'Llif' / Theory of 'Flow'

## Mihaly Csikszentmihalyi

***MEE**-hy **CHEEK**-sent-mə-**HY**-ee*



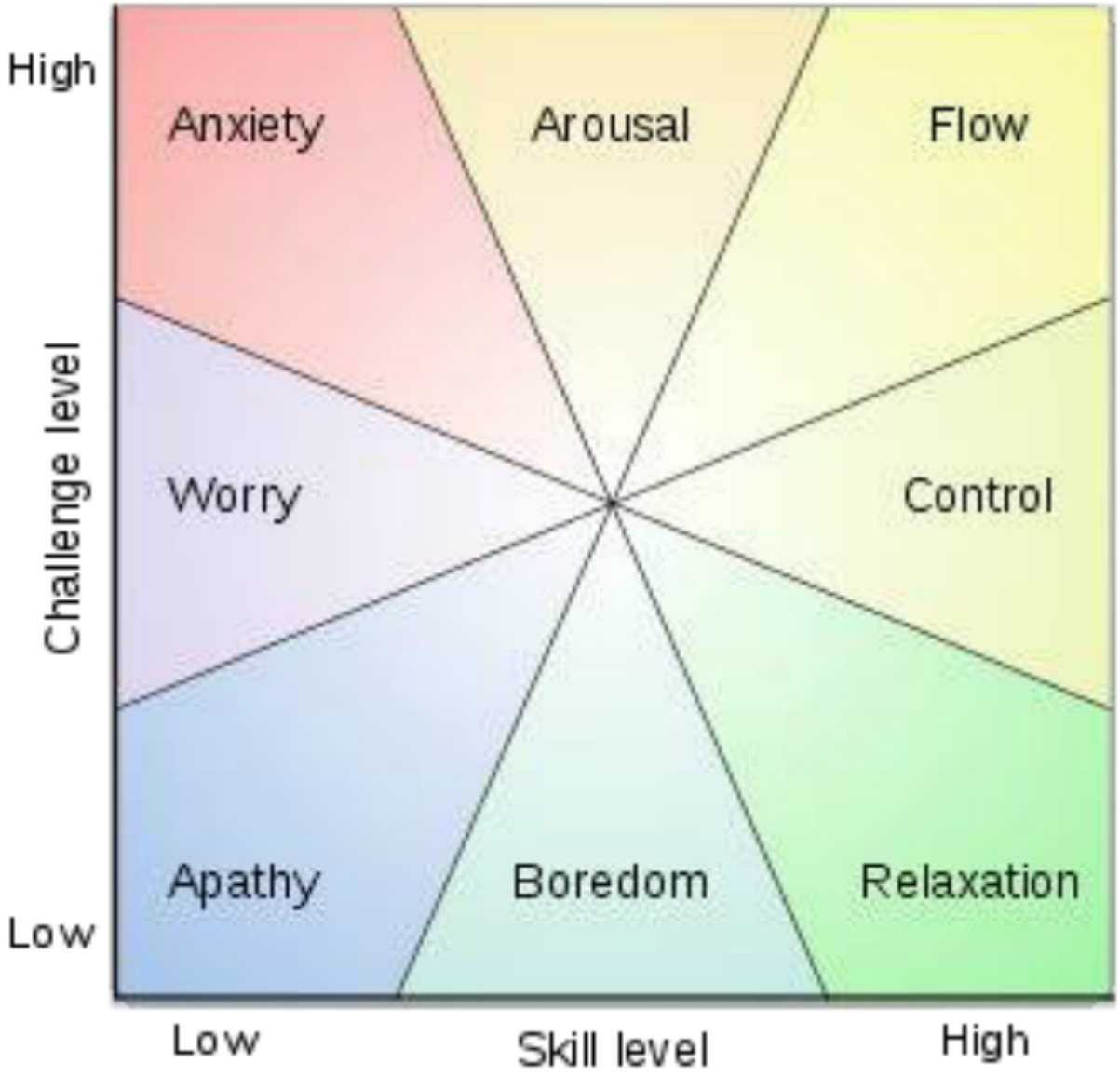
*FLOW - a* state of concentration/ absorption with the activity at hand.

- So involved in an activity that nothing else seems to matter.
- Involves *intrinsic motivation,* where the person is fully immersed in what they are doing.
- This is a feeling everyone has at times, a feeling of great absorption, engagement, fulfilment, and skill.

*LLIF* – cyflwr canolbwyntio/amsugno gyda'r gweithgaredd dan sylw.

- Yn canolbwyntio cymaint ar weithgaredd fel nad oes dim arall yn bwysig
- Yn cynnwys *cymhelliant cynhenid*, lle mae person wedi'u trochi'n llwyr yn yr hyn maent yn ei wneud.
- Mae pawb yn teimlo fel hyn ar adegau, teimlad mawr o amsugnad, ymgysylltiad, cyflawniad, a sgil.

# Cyflyrau’ r meddwl
# Mental states…




AMSER
CWSC!

# Neuroscience and ‘Neuromyths’
# Niwrowyddoniaeth ac ‘myth-niwro’

- Learning styles
- Left brain and right brain
- Fish oil
- Water



- Arddulliau dysgu
- Ymennydd Chwith a’r Ymennydd Dde
- Olew pysgod
- Dŵr

# Directed Task – Tasg o dan gyfarwyddid

- Read Ch 11 in “Bad Education”, and Coffield’s review of learning styles, available at:

http://www.itslifejimbutnotasweknowit.org.uk/files/LSRC_LearningStyles.pdf

- Consider how your views of common ideas about learning may change in the light of these.

- Darllenwch Ch 11 yn "Addysg Bad", ac adolygiad Coffield o arddulliau dysgu, sydd ar gael yn:
- http://www.itslifejimbutnotasweknowit.org.uk/files/LSRC_LearningStyles.pdf

- Ystyriwch sut y gall eich barn o syniadau cyffredin am ddysgu yn newid yng ngoleuni'r rhain.

# Darllen
# Reading

- Timmins, P. 'Exploring pupil motivation and promoting effective learning in the classroom' in Leadbetter, J. *et al* (1999)*Applying Psychology in the classroom*' London:David Fulton Publishers
- Chapter 8 – Smidt 'The Developing Child'
- Chapter 1 – MacBlain 'How Children Learn'
- Nottingham,J. (2013) Encouraging Learning London: Routledge
- Erthygl i'w darllen - Timmins, P. 'Exploring pupil motivation and promoting effective learning in the classroom' in Leadbetter, J. *et al* (1999) *Applying Psychology in the classroom*' Llundain:David Fulton Publishers
- Pennod 8 – Smidt 'The Developing Child'

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## Egwyddorion Pedagogeg



## Plant fel Dysgwyr

@dilynwr




Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education