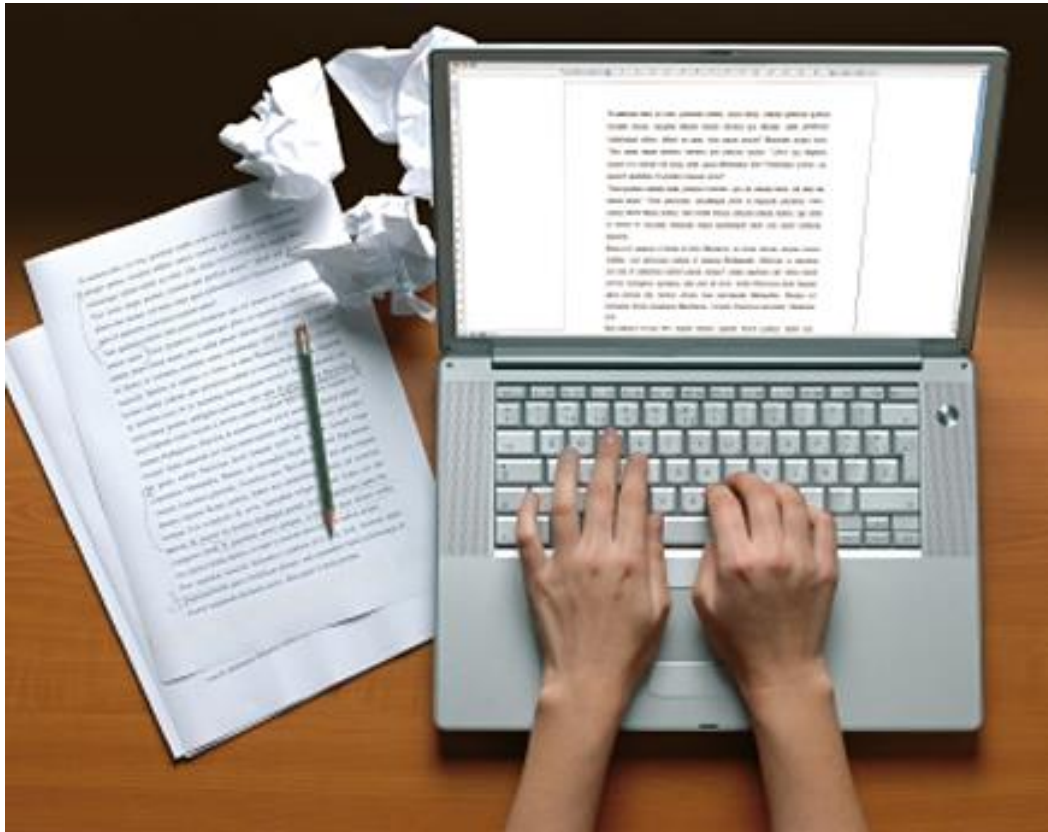


ECAD5014C Ymchwilio i'r Dysgu: beth, sut a pham ydw i'n addysgu?

ECAD5014 Researching the learning: what, how and why am I teaching?



Sesiwn - Session 2

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Yn y sesiwn hon, byddwn yn edrych ar:

In this session we will look at:



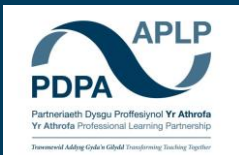
Beth ydy Adolygiad Llenyddiaeth mewn ymchwil
What is a Literature Review in research



Archwilio testunau ymchwil posibl a dewis Cwestiwn Ymchwil
Consider possible research topics and choose your RQ



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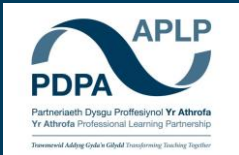
Asesu ar gyfer Dysgu (AagD) Assessment for Learning (AfL)

Beth ydych chi yn ei wybod am
AagD?

What do **you** know about AfL?



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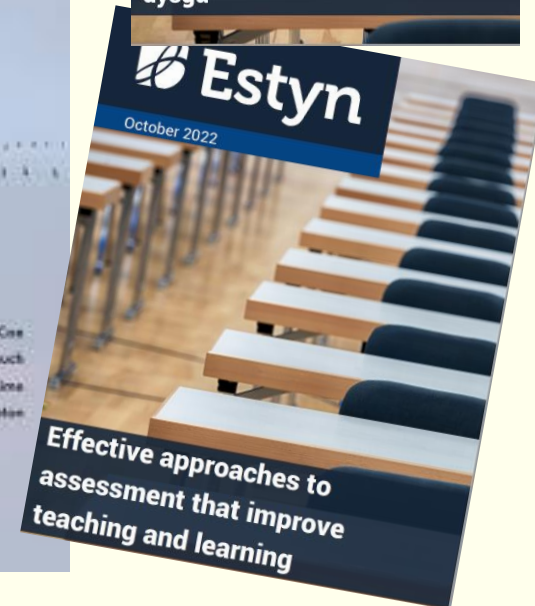
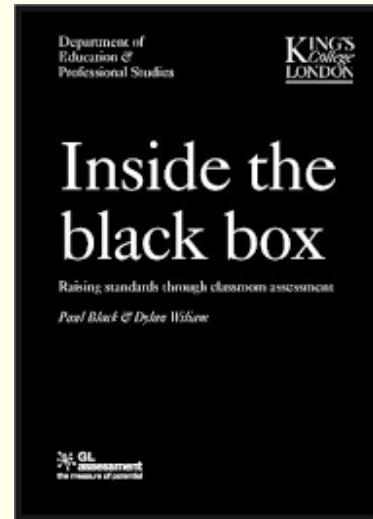
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Asesu ar gyfer Dysgu (AagD)

Assessment for Learning (AfL)



<https://www.youtube.com/watch?v=sYdVe5O7KBE>



Dylunio a chynnal astudiaeth ymchwil

Design & conduct a small-scale research study

Cyflwyniad
Introduction

Adolygiad
Llenyddiaeth
Literature Review

Methodoleg
Methodology

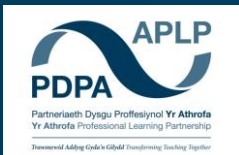
Diwrnod
Ymchwil
Research Day

Canlyniadau a
thrafodaeth
Findings &
Discussion

Conclusion
Casgliad

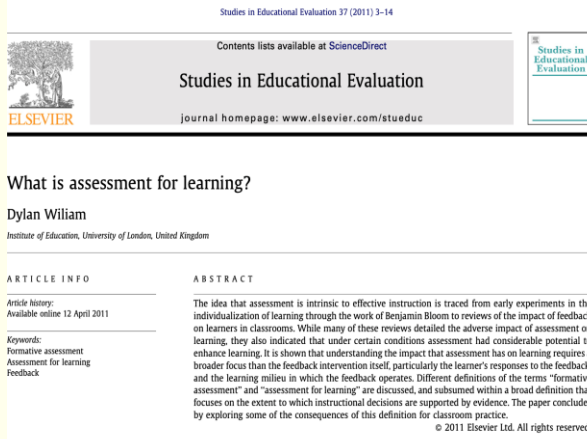


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Adolygiad Llenyddiaeth Literature Review



1. Introduction

Almost half a century ago, David Ausubel suggested that the most important factor influencing learning is what the learner already knows, that teachers should ascertain this, and teach accordingly (Ausubel, 1968).

At the time, and perhaps even now, such a prescription might seem simple, but students do not learn what they are taught. Even when instruction is planned with great care, delivered effectively, and in a way that engages students, the learning outcomes often bear little or no relation to what was intended. If what a student learns as a result of a particular sequence of instructional activities is impossible to predict, even in the unlikely event that all the learners in an instructional group are at the same place when the instruction starts, within minutes, students will have reached

2. Assessment for learning: origins and antecedents

For many years, it seems that the prevailing view of education was that, provided instruction was of reasonable quality, it need not be adaptive to the needs of learners. It was assumed either that well-designed instruction would be effective for the majority of students for whom it was intended (with others being assigned to remedial activities) or that the causes of any failures to learn lay within the individual learner (the material was just too hard for them, and they should instead pursue other, and generally less academic, avenues). However, in the 1960s, Benjamin Bloom and his graduate students at the University of Chicago began to explore the idea that the normal distribution of student outcomes was not a “natural” outcome, but caused by the failure of the instruction to recognise differences in learners.

The “Individual System” often regarded as the first truly individualized system of instruction (see, for example, Reiser, 1986), was developed by Frederic Burk, from 1912 to 1913, for use in the elementary school associated with the San Francisco Normal State School, an institution providing pre-service education for teachers. One of Burk’s colleagues, Mary Ward, had been getting her trainee teachers to develop self-instructional materials and

3. Reviews of research on assessment and classroom learning

Fuchs and Fuchs (1986) conducted a meta-analysis of 21 research reports, which yielded 96 different effect sizes, relating to learners from pre-school to twelfth grade, most of whom had mild or moderate learning disabilities. All of the studies focused on the

5. When does assessment support learning?

While the definition proposed by Black and Wiliam above is relatively precise, it is much more a means for determining whether an assessment has, in fact, functioned formatively than it is a prescription for generating assessments that will, or are likely to, function formatively. From the research studied above, two features appear to be particularly important in designing assessment that will support learning. One is that the evidence generated is “instructionally tractable” (Wiliam, 2007). In other words, the

6. Conclusion

The idea that assessment can support learning is not a new idea. It is inconceivable that those involved in the earliest attempts to communicate ideas, skills, or practices to others did not realize that such attempts could not be guaranteed to be successful, and that effective instruction therefore required evaluation, and adjustment. However, it is only forty years since Benjamin Bloom first suggested that it might be useful or illuminative to examine these processes as assessment processes would be more

use of assessment to record
next twenty years, the c
the recording of student

References

- Allal, L., & Lopez, L. M. (2005). Formative assessment of learning: A review of publications in French. In J. Looney (Ed.), *Formative assessment: Improving learning in secondary classrooms* (pp. 241–264). Paris, France: Organisation for Economic Cooperation and Development.
- Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. New York, NY: Holt, Rinehart & Winston.
- Bangert-Drowns, R. L., Kulik, C.-L.C., Kulik, J. A., & Morgan, M. (1991). The instructional effect of feedback in test-like events. *Review of Educational Research*, 61(2), 213–238.
- Bangert-Drowns, R. L., Kulik, J. A., & Kulik, C.-L.C. (1991). Effects of frequent classroom testing. *Journal of Educational Research*, 85(2), 89–99.

Adolygiad Llenyddiaeth

Literature Review

Adolygiad Llenyddiaeth (tua 650 o eiriau):

Dylech ddarparu trosolwg byr o'r llenyddiaeth perthnasol ar gyfer eich ffocws AagD dewisol. Mae angen i chi ddangos dealltwriaeth dda o'ch pwnc ymchwil ac eich bod yn ymwybodol o waith awduron allweddol (e.e. *Black & Wiliam*) a gwaith ymchwil diweddar a wnaed yn eich ffocws ymchwil. Cofiwch ddefnyddio iaith betrus (tentative), a cheisiwch archwilio a syntheseiddio syniadau o wahanol ffynonellau yn hytrach nag adrodd arnynt yn unig.

Literature review (approx. 650 words):

You should provide a short overview of relevant literature on your chosen AfL focus. You need to demonstrate that you have a good understanding of your research topic and that you are aware of the work of key authors (e.g., *Black & Wiliam*) and recent research in your chosen area. Remember to use tentative language and try to explore ideas from different sources rather than just report on them.

Manyleb Asesu

Assessment Specification

1. Sgiliau Ymgysylltu â Llenyddiaeth

Mae'n rhaid i'ch gwaith gael ei lywio a'i gefnogi gan ddeunydd ysgolheigaidd sy'n *berthnasol* i'r dasg/tasgau a osodwyd ac sy'n *canolbwyntio* arni/arnynt. Dylech ddarparu tystiolaeth i ddangos eich bod wedi cael mynediad at *ystod* briodol o ffynonellau, a allai fod yn academiaidd, yn llywodraethol a diwydiannol; gall y ffynonellau hyn gynnwys erthyglau cyfnodolion academiaidd, gwerslyfrau, erthyglau newyddion cyfredol, dogfennau sefydliadol a gwefannau. Dylech ystyried *hygrededd* eich ffynonellau; fel arfer mae cyfnodolion academiaidd yn ffynonellau credadwy iawn, ond mae'n rhaid ystyried/dethol gwefannau'n ofalus iawn a dylid eu defnyddio'n gynnil. Dylai unrhyw ffynhonnell a ddefnyddiwyd fod yn gyfredol, a'r rhan fwyaf wedi'u cyhoeddi o fewn y pum mlynedd diwethaf, er y gall darnau arloesol/pwysig o waith yn y maes fod yn hŷn. Rhaid i chi ddarparu *tystiolaeth* o'ch ymchwil/gwaith darllen eich hun trwy gydol eich gwaith, gan ddefnyddio system gyfeirnod addas, yn cynnwys cyfeiriadau yn y testun ym mhrif ran eich gwaith a rhestr gyfeiriadau ar ddiwedd eich gwaith.

Canllawiau penodol i'r asesiad hwn:

Mae angen ymgysylltu â llenyddiaeth / theori academiaidd yn y traethawd; felly, dylech sicrhau bod eich llenyddiaeth yn dod o ystod o ffynonellau fel gwerslyfrau a chyfnodolion academiaidd. Trwy gyfeirio at y llenyddiaeth, dylech ddangos eich gwybodaeth a'ch dealltwriaeth o'r ffocws ymchwil a'r offer ymchwil o'ch dewis. Gallech hefyd gyfeirio at gyhoeddiadau perthnasol Llywodraeth Cymru, gan gynnwys dogfennaeth y cwricwlwm, ac unrhyw adroddiadau eraill (e.e. LIC, Estyn) sy'n berthnasol i'ch ffocws ymchwil

Manyleb Asesu

Assessment Specification

2. Sgiliau Gwybodaeth a Dealltwriaeth

Ar lefel 5, dylech allu dangos: gwybodaeth gadarn a dealltwriaeth feirniadol o gysyniadau ac egwyddorion sefydledig y maes pwnc a'r ffordd y mae'r egwyddorion hynny wedi datblygu; gwybodaeth am y prif ddulliau ymholi yn y ddisgyblaeth. Mae *gwybodaeth* yn ymwneud â'r ffeithiau, y wybodaeth a'r sgiliau rydych wedi'u caffael trwy eich dysgu. Rydych yn arddangos eich *dealltwriaeth* trwy ddehongli ystyr y ffeithiau a'r wybodaeth. Golyga hyn fod arnoch angen dethol a chynnwys yn eich gwaith y cysyniadau, y technegau, y modelau, a'r theorïau ac ati sy'n briodol i'r dasg/tasgau a osodwyd. Dylech allu esbonio'r damcaniaethau, cysyniadau ayyb, yn ystyrlon i ddangos eich dealltwriaeth. Hefyd bydd eich marc/gradd yn amodol ar y *graddau* rydych yn arddangos eich gwybodaeth a'ch dealltwriaeth.

Canllawiau penodol i'r asesiad hwn:

Gan gyfeirio at eich ymarfer eich hun, dylech ddangos dealltwriaeth systematig o ymchwil ystafell ddosbarth ac o fanteision ac anfanteision defnyddio'r offer ymchwil a ddewiswyd gennych fel dull ymchwil. Dylid hefyd ddangos gwybodaeth am gefndir y ffocws ymchwil o'ch dewis, a'r theori y tu ôl iddo. Dylech fyfyrion feirniadol ar fframweithiau moesegol perthnasol sy'n sail i ymchwil addysgol ac ystyried goblygiadau moesegol penodol ymchwil ar gyfer a gyda phlant yn eich cyd-destun

Manyleb Asesu

Assessment Specification

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Your essay requires engagement with academic literature/theory; therefore, you should ensure that your literature comes from a range of sources such as textbooks and academic journals. Through reference to the literature, you should demonstrate your knowledge and understanding of your chosen research focus and research tools. You could also refer to relevant Welsh Government publications, including curriculum documentation, and any other reports (e.g. WG, Estyn) that are relevant to your research focus.

Manyleb Asesu

Assessment Specification

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

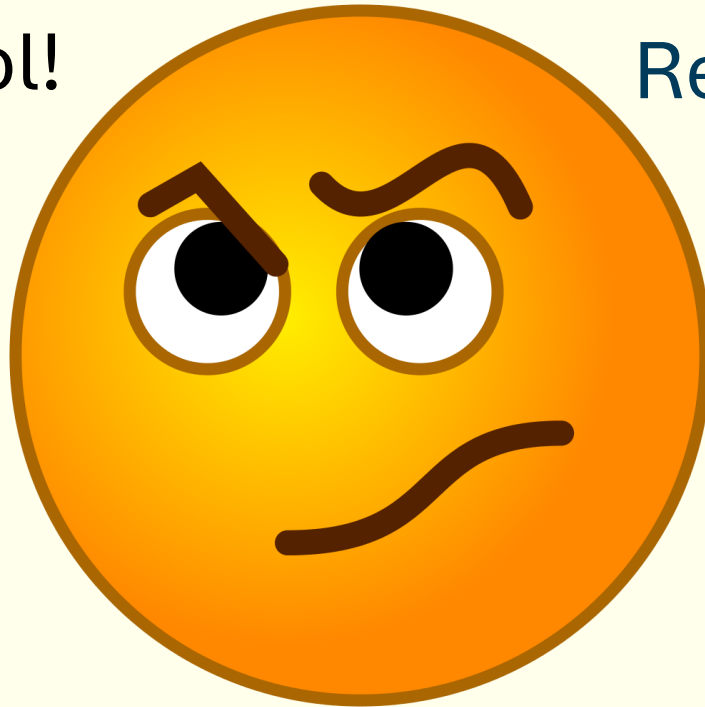
Guidance specific to this assessment:

With reference to your own practice, you should demonstrate a systematic understanding of classroom research and of the benefits and drawbacks of using your chosen research tools as a method of research. Knowledge of the background of, and theory behind, your chosen research focus should also be demonstrated. You should critically reflect on relevant ethical frameworks that underpin educational research and consider specific ethical implications of research for and with children within your context.

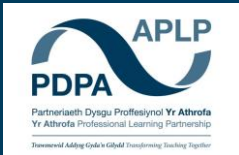
Enghreifftiau - Adolygiad llenyddiaeth: Examples – Literature review:

Darllenwch yr enghreifftiau.
Cofiwch fod yn sgeptigol!

Read the examples.
Remember to be sceptical!



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Tasg unigol – Penderfynu ar eich Cwestiwn Ymchwil

Individual activity – Decide on your Research Question

- Creu amlinelliad bras o'ch 'adolygiad llenyddiaeth' ar gyfer yr aseiniad.
- Creu rhestr o ffynonellau posibl i'w defnyddio i gefnogi eich trafodaeth.
- Create a draft outline of your 'literature review' for the assignment.
- Make a list of possible sources you could use to support your discussion.



Cyfeiriadau

References

- Rhestr o adnoddau defnyddiol yn y Ffolder AagD – teilsen 'AfL' ar Moodle – ECAD5014C, e.g. Adroddiad Estyn 2022.
- List of useful sources in the AfL Folder - AfL tile on Moodle ECAD5014, e.g. Estyn 2022 report.

[Academic and InfoSkills | UWTSD Intranet](#)

[Sgiliau Academaidd a Gwybodaeth | Prifysgol Cymru Y Drindod Dewi Sant](#)

Tasgau cyfeiriedig

Directed Tasks

Darllen Read:

- Danby, S.J., Ewing, L., & Thorpe, K.J. (2011) The novice researcher: interviewing young children. *Qualitative Enquiry*, 17(1), pp. 74-84.
https://www.researchgate.net/publication/258181897_The_Novice_Researcher_Interviewing_Young_Children

Dechrau drafftio'r Adolygiad Llenyddiaeth

Begin drafting the Literature Review

A oes gennych unrhyw gwestiynau?

Do you have any questions?



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