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Advanced Research and Enquiry Skills/ Sgiliau Ymchwil ac Ymholi Uwch

Session 1/Sesiwn 1

Core Strand 1: Identifying and Planning Clos to-Practice Research/ Elfen Graidd 1: Adnabo a Chynllunio Ymchwil sy'n Agos at Ymarfer

Intro to the Module

- Aims
- Structure – twilights and later drop-in sessions
- PLP resources, including videos
- Discussion-based twilight sessions
- Assignment – title and deadline

Cyflwyniad i'r Modiwl

- Nodau
- Strwythur – sesiynau cyfnos a sesiynau galw i mewn diweddarach
- Adnoddau PDP, gan gynnwys fideos
- Sesiynau cyfnos sy'n seiliedig ar drafodaeth
- Tasg – teitl a dyddiad cau

Assessment / Asesiad

The summative assessment for this module is a research enquiry proposal of 4,000 words.

Mae'r asesiad crynodol ar gyfer y modiwl hwn yn gynnig ymholiad ymchwil o 4,000 o eiriau.

The areas covered in the module support the development of the proposal and the development of the dissertation that forms the final year of the course.

Mae'r meysydd a gwmpesir yn y modiwl yn cefnogi datblygiad y cynnig a datblygiad y traethawd hir sy'n ffurfio blwyddyn olaf y cwrs.

Meysydd i’w cynnwys yn y cynnig ymchwil

Teitl

- Dylai'r teitl roi syniad clir o'ch dull ymchwil arfaethedig neu'ch cwestiwn allweddol.

Cefndir a rhesymeg

- Cefndir eich ymchwil arfaethedig
- Adolygiad llenyddiaeth byr

Cwestiynau Ymchwil

- Nod ac amcanion yr astudiaeth – pam mae’n rhywbeth gwerth ymchwilio iddo?

Methodoleg ymchwil

- Y dull ymchwil a chyfiawnhad clir (fframwaith damcaniaethol)
- Y dulliau ymchwil sy'n briodol ar gyfer yr ymchwil arfaethedig
- Trafodaeth o fanteision yn ogystal â therfynau dulliau a dulliau penodol
- Moeseg ymchwil

Cynllun gwaith ac amserlen ddangosol

- Amlinelliad o'r gwahanol gamau a'r amserlenni cyfatebol ar gyfer datblygu a gweithredu'r ymchwil.

Cyfeirnodau

- Rhestr o gyfeirnodau at erthyglau a thestunau allweddol a drafodwyd yn eich cynnig ymchwil

Areas to be covered in the research proposal

TITLE

•The title should give a clear indication of your proposed research approach or key question

BACKGROUND AND RATIONALE

•The background of your proposed research

•A short literature review

RESEARCH QUESTION(S)

•An explanation of the questions to be explored and why they are worth exploring

RESEARCH METHODOLOGY

•The research approach (theoretical framework)

•The research methods appropriate for the proposed research

•A discussion of advantages as well as limits of particular approaches and methods

PLAN OF WORK & TIME SCHEDULE

•A outline of the various stages and corresponding time lines for developing and implementing the research,

BIBLIOGRAPHY

•A list of references to key articles and texts discussed within your research proposal

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Exploring close to practice research – An initial discussion

Archwilio ymchwil agos at ymarfer – Trafodaeth gychwynnol

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Definitions: Diffiniadau:

- Close-to-practice research is research that focuses on aspects defined by practitioners as relevant to their practice, and often involves collaborative work between practitioners and researchers.
- High quality in close-to-practice research requires the robust use of research design, theory and methods to address clearly defined research questions, through an iterative process of research and application that includes **reflections on practice, research and context.** BERA 2018

- Mae ymchwil agos at ymarfer yn ymchwil sy'n canolbwyntio ar agweddau y mae ymarferwyr sy'n credu sy'n berthnasol i'w ymarfer ac, yn aml, mae'n cynnwys gwaith cydweithredol rhwng ymarferwyr ac ymchwilwyr.
- Mae ansawdd uchel mewn ymchwil agos at ymarfer yn golygu defnyddio dyluniad, damcaniaeth a dulliau ymchwil cadarn i fynd i'r afael â chwestiynau ymchwil. Mae'r cwestiynau ymchwil wedi'u diffinio'n glir, trwy broses ymchwil a chymhwyso ailadroddol sy'n cynnwys myfyrdodau ar ymarfer, ymchwil a chyd-destun.

Suggested reading/Gwaith darllen awgrymedig: Lewis H, Brooks S, Parker, G Thomas, D(2018) *A close up on close-to-practice research: reflecting on teacher educator's experiences of and engagement wit a classroom-based research project.* Wales Journal of Education, 20 (1). pp. 76-92.

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Why is close to practice research important?

Seeing in my teaching a set of problems worth pursuing as an ongoing intellectual focus (Shulman 1993)

Process of professional development, finding professional and personal purpose and value in furthering, and in inquiring into, how to further the important interests of students, thus affording them the opportunity to move towards their own authenticity (Barnett 2004)

The principled space that connects integrity, research, teaching, learning, personal development, and contribution to the world (Fung 2017).

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Pam mae ymchwil agos at arfer yn bwysig?

Gwelwn yn fy addysgu nifer o broblemau y mae'n werth mynd ar eu trywydd fel ffocws deallusol parhaus' (Shulman 1993)

Proses o ddatblygu proffesiynol, gan ddarganfod pwrpas proffesiynol a phersonol a gwerth mewn datblygu ac ymholi sut i ddatblygu diddordebau pwysig myfyrwyr, drwy roi'r cyfle iddynt symud tuag at eu dilysrwydd eu hunain (Barnett 2004)

Y lle egwyddorol sy'n cysylltu uniondeb, ymchwil, addysgu, dysgu, datblygiad personol a chyfraniad at y byd (Fung 2017).

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Cysylltiadau at Ymarfer Myfyriol
Links to Reflective Practice

- Mae ymchwil sy'n agos at ymarfer yn adeiladu ar ein hymarfer myfyriol ein hunain.
- Edrychwch ar yr adnoddau a'r deunydd darllen ar y PDP (Elfen Graidd 1) i gael rhagor o wybodaeth am YM, er mwyn eich helpu i feddwl am eich ymarfer eich hun a sut y gallai hyn ddatblygu'ch prosiect ymchwil.

- Close to practice research builds on our own Reflective Practice (RP)
- Check the resources and reading on the PLP (CS1) for more info about RP to help you think about your own practice and how this might develop into a research project

Framing your project

Notice changes – this can be a great way of starting a project

Exploring your ideas – What are the things that interest you?

How and when are you going to collect your own data – what's the best approach and have you considered ethics as part of the design

Look at what some of current debates in education and whether you would like to explore them in your own practice

Treat this as any other project and underpin what you do by looking at relevant literature in learning and pedagogy

Enjoy the opportunity to reflect on your own practice and making a difference to your learners' experience.

Llunio eich prosiect

Adnabod newidiadau- gall hyn fod yn ffordd wych o ddechrau prosiect

Edrychwch ar beth yw rhai o'r dadleuon presennol ym myd addysg ac a hoffech eu harchwilio yn eich ymarfer eich hun

Archwilio eich syniadau – Beth yw'r pethau sydd o ddiddordeb i chi?

Trin hyn fel unrhyw brosiect arall ac yn sail i'r hyn rydych chi'n ei wneud drwy edrych ar lenyddiaeth berthnasol mewn dysgu ac addysgeg

Sut a phryd rydych chi'n mynd i gasglu eich data eich hun – beth yw'r dull gorau ac rydych chi wedi ystyried moeseg fel rhan o'r dyluniad

Mwynhewch y cyfle i fyfyrio ar eich arferion eich hun a gwneud gwahaniaeth i brofiad eich dysgwyr.

Reflexive Question: Tuning in to your own context

Consider the following statement starters, in relation to the children you teach, and to professional issues that interest you:

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

Put your statements in the chat/share with the group

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Cwestiwn Adlewyrchol: Ystyried eich cyd-destun eich hun

Ystyriwch y brawddegau cychwynnol canlynol mewn perthynas â’r dysgwyr rydych chi'n eu addysgu, ac â materion proffesiynol sydd o ddiddordeb i chi:

- Rwyf wedi sylwi bod …
- Rwyf wastad wedi meddwl pam …
- Rwyf yn poeni am …
- Tybed beth fyddai'n digwydd pe bai …

Rhowch eich datganiadau yn y ‘chat’ / rhannwch nhw gyda'r grŵp

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Y Broses
The Process

- Typically messy (McNiff 2002; Henriksen, D., Gretter, S. and Richardson, C., 2020);
- Research methods to suit questions;
- But always…
- rigorously documented and ethical

- Yn anffurfiol yn nodweddiadol (McNiff 2002; Henriksen, Gretter, and Richardson, 2020);
- Dulliau ymchwil yn addas i gwestiynau;
- Ond bob amser …
- - wedi'i ddogfennu'n drwyadl a moesegol

Types of research questions

Question types	Definition	Example
Exploratory	Understanding more about a topic, generating new ideas	How can schools best manage the transition from early years to school and minimise any negative effects on children, especially those from disadvantaged backgrounds?
Predictive	Trying to indicate what is the future outcome of an action	Will an extended school day improve educational attainment?
Descriptive	Seeking to describe when, where, why or how something occurred	What has the impact been of Covid on learners mental health and well being?
Explanatory	Seeking to explain when, where, why or how something occurred	What are the factors associated with teacher and pupil wellbeing? What interventions and approaches are effective in supporting and promoting wellbeing of all in practice ?

Mathau o gwestiynau ymchwil

Mathau o gwestiynau	Diffiniad	Enghraifft
Archwiliadol	Deall mwy am bwnc, creu syniadau newydd	Beth yw'r ffordd orau i ysgolion reoli'r pontio o'r blynyddoedd cynnar i'r ysgol a lleihau unrhyw effeithiau negyddol ar blant, yn enwedig y rhai o gefndiroedd difreintiedig?
Rhagfynegol	Ceisio nodi beth yw canlyniad gweithred yn y dyfodol	A fydd diwrnod ysgol estynedig yn gwella cyrhaeddiad addysgol?
Disgrifiadol	Ceisio disgrifio pryd, ble, pam neu sut y digwyddodd rhywbeth	Beth fu effaith Covid ar iechyd meddwl a lles dysgwyr?
Esboniadol	Ceisio egluro pryd, ble, pam neu sut y digwyddodd rhywbeth	Beth yw'r ffactorau sy'n gysylltiedig â lles athrawon a disgyblion? Pa ymyriadau a dulliau gweithredu sy'n effeithiol wrth gefnogi a hyrwyddo lles pawb mewn ysgolion ?

Trafodaeth mewn grwpiau llai
Breakout Group Discussion

- Beth yw'r dadleuon diweddar yn y maes Addysg ac a hoffech eu harchwilio ymhellach yn nghyd-destun eich ymarfer eich hunan?
- Beth sydd gennych chi ddiddordeb mewn ymchwilio ac ydych chi'n gallu darganfod llenyddiaeth i gefnogi y maes hwn?
- Ystyriwch mathau gwahanol o gwestiynau.

- *What are some of the current debates in education and would you like to explore them in your own practice?*
- *What are you interested in exploring and can you find literature to underpin the area?*
- *Think about the different question types*

Exploring my question: who can help me?

Being curious/ logging noticings in personal, private notes.

Learners as partners;
Touch-points for learning;
Traffic lights etc.

Self

Learners

Peers

Scholarship

Professional groups
Communities of learning
Learning walks;
Collective nosiness /curiosity….

Weaves through whole;
Generic and discipline-specific;
Creating own scholarship.

Brookfield’s Lenses

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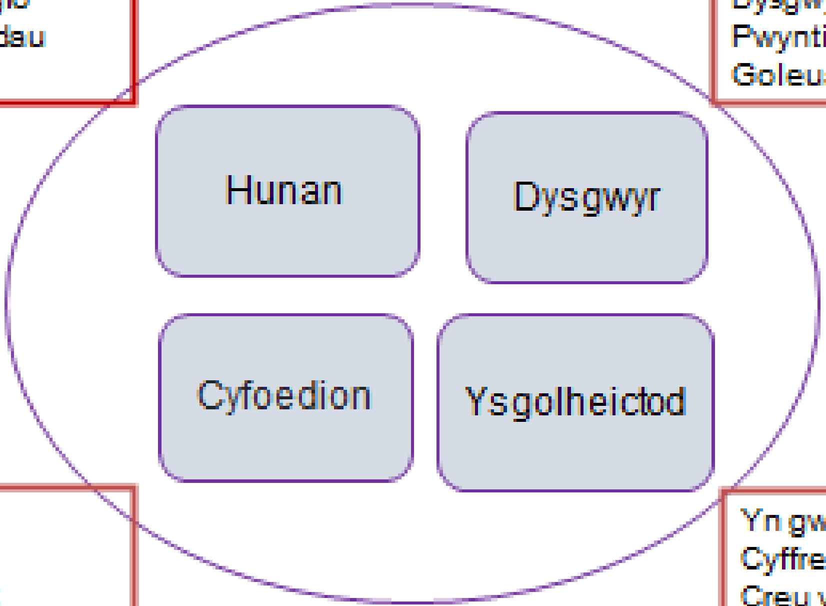
Edrych ar fy nghwestiwn: pwy all fy helpu?

Bod yn chwilfrydig / logio sylwadau mewn nodiadau personol, preifat

Dysgwyr fel partneriaid;
Pwyntiau cyffwrdd ar gyfer dysgu;
Goleuadau traffig a cati.



Grwpiau proffesiynol
Cymunedau dysgu
teithiau cerdded dysgu;
Diddordeb / chwilfrydedd ar y cyd….

Yn gwau trwy'r cyfan;
Cyffredinol a disgyblaeth-benodol;
Creu ysgolheictod eich hun.

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O ymarfer myfyriol i ymarfer atblygol
From reflective to reflexive practice

Ymarfer atblygol - Reflexive practice:

"striving to be aware of the impact our actions might be having on others and on the systems in which we work … [and] recognising the external factors which constrain or shape our actions" (Door, 2015, p.13)

Edrychwch yr adnoddau a'r fideos ar y PDP i gael rhagor o wybodaeth a thrafodaeth am ymarfer atblygol a meddwl beirniadol.

Check the resources and videos on the PLP for more info and discussion of reflexivity and criticality

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Gweithgaredd: Bod yn atblygol Activity - Reflexivity

Ystyriwch y cwestiynau canlynol ac ymatebwch i'r sgwrs neu ychwanegwch ati:

1. Pa ffactorau mewnol neu allanol sy'n effeithio ar eich ymarfer?
2. Sut gallai eich credoau a'ch gwerthoedd ddylanwadu ar eich ymarfer?
3. Sut ydych chi'n effeithio ar eich disgyblion, cydweithwyr, lleoliad?

- *Consider the following questions and respond/add to the chat:*

1. *What internal or external factors impact on your practice?*
2. *How might your beliefs and values influence your practice?*
3. *How do you impact on your pupils, colleagues, setting?*

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Gathering Evidence / Casglu Tystiolaeth

Knowledge/ Gwybodaeth	Personal experience, academic sources, projects Profiad personol, ffynonellau academaidd, prosiectau
Data/Data	Qualitative and Quantitative – What will help to answer your question Ansoddol a Meintiol – Beth fydd yn helpu i ateb eich cwestiwn?
Methods/Dulliau	Observation; survey; interviews; tests; focus groups Arsylwi; arolwg; cyfweliadau; profion; grwpiau ffocws
Sample/Sample	Who are you going to focus on? Ar bwy rydych chi'n mynd i ganolbwyntio?

Ethical Research

Check the resources and videos on the PLP for more detailed information and discussion of the ethical implications on close-to-practice research

Ymchwil Foesegol

Edrychwch ar yr adnoddau a'r fideos ar y PDP i gael gwybodaeth fanylach a thrafodaeth ar y goblygiadau moesegol o ran ymchwil sy'n agos at ymarfer.

Key principles

- **Being ethical** – more than just form filling but about the conduct of your work. What does this look like?
- **Is it right or wrong** – in education not just pitching right against wrong but balance one right action against another right action.
- **Looking at risk –** benefits against managing and recognising risks. What are the risks in their setting/research?
- **Widest benefit, least harm** – not just in terms of the actual research, also in relation the responsibility to ensure the trustworthiness of the final study, its dissemination and engagement with stakeholders.

Egwyddorion Allweddol

- **Bod yn foesegol –** mwy na llenwi ffurflenni yn unig ond am sut yr ydych yn gweithredu. Sut olwg sydd ar hwn?
- **A yw'n gywir neu'n anghywir -** mewn addysg nid yn unig gosod y cam iawn yn erbyn drwg ond cydbwyso un weithred gywir yn erbyn gweithred gywir arall.
- **Edrych ar risg –** buddiannau yn erbyn rheoli ac adnabod risgiau. Beth yw'r risgiau yn eu lleoliad/ymchwil?
- **Y budd ehangaf, y niwed lleiaf –** nid yn unig o ran yr ymchwil ei hun, hefyd mewn perthynas â'r cyfrifoldeb i sicrhau dibynadwyedd yr astudiaeth derfynol, ei lledaenu ac ymgysylltu â rhanddeiliaid.

Discussion: Scenario

Sevati was doing some research for her master's degree in Education Management based on a small number of interviews with head teachers about their views on leadership. She was talking about her data and her conclusions with her tutor Alex. 'I only did six interviews with head teachers,' she said, 'and one was no good, so I decided to drop it from my data set.' 'What do you mean, no good?' asked Alex. 'Well, what one of them said didn't really match with my literature review, and they didn't think there was such a thing as leadership anyway, so I have decided not to include it in my findings section.'

Trafodaeth: Senario

Roedd Sevati yn gwneud gwaith ymchwil ar gyfer ei gradd meistr mewn Rheoli Addysg, yn seiliedig ar nifer bach o gyfweliadau â phennaethiaid ysgolion ynghylch eu barn ar arweinyddiaeth. Roedd hi'n trafod ei data a'i chasgliadau gyda'i thiwtor, Alex. 'Dim ond chwe chyfweliad â phennaethiaid wnes i,' meddai, 'ac nid oedd un ohonynt yn dda, felly penderfynais ei hepgor o fy set ddata.' 'Beth rydych chi'n ei olygu wrth ddweud nad oedd yn dda?' gofynnodd Alex. 'Wel, nid oedd yr hyn a ddywedodd un ohonynt wir yn cyd-fynd â fy adolygiad llenyddiaeth, ac nid oeddent yn credu bod peth o'r fath ag arweinyddiaeth yn bodoli beth bynnag; felly rwyf wedi penderfynu peidio â'i gynnwys yn fy adran canfyddiadau.'

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Senario

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Things to think about for next time

- Complete the Identifying your Research Problem activity on the PLP
- Draft your research question – be prepared to edit and refine it
- How does existing research help narrow your focus further?
- What are your biases and preconceptions?
- Take a look at the guidance on the website for preparing a research proposal

Planning Your Research Project

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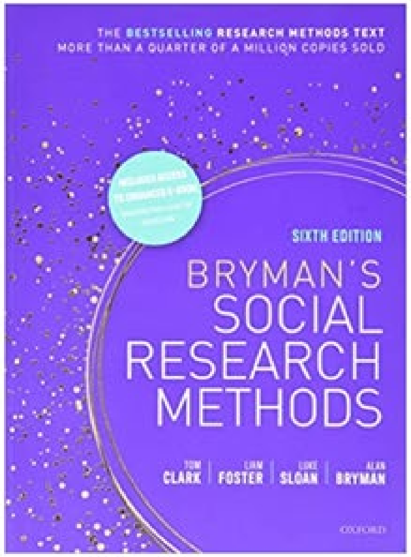
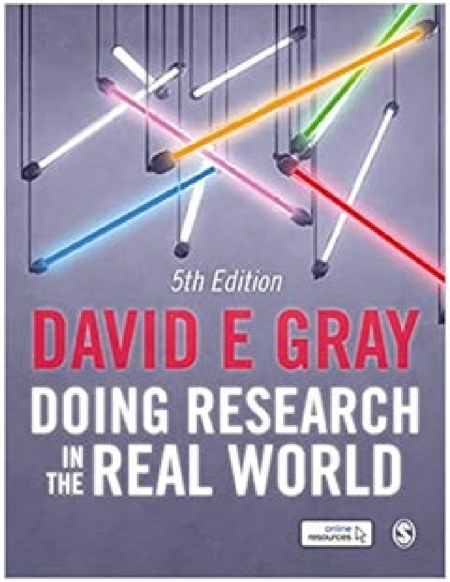
Pethau i feddwl amdanynt ar gyfer y tro nesaf

- Cwblhewch y gweithgaredd 'Nodi eich Problem Ymchwil' ar y PDP
- Lluniwch ddrafft o'ch cwestiwn ymchwil – byddwch yn barod i'w olygu a'i fireinio
- Sut mae ymchwil sy'n bodoli eisoes yn helpu i gulhau eich ffocws ymhellach?
- Beth yw eich rhagfarnau a'ch rhagdybiaethau?
- Edrychwch ar y canllawiau ar y wefan ar gyfer paratoi cynnig ymchwil

[Cynllunio eich prosiect ymchwil]

Suggested Texts / Gwerslyfrau Defnyddiol





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