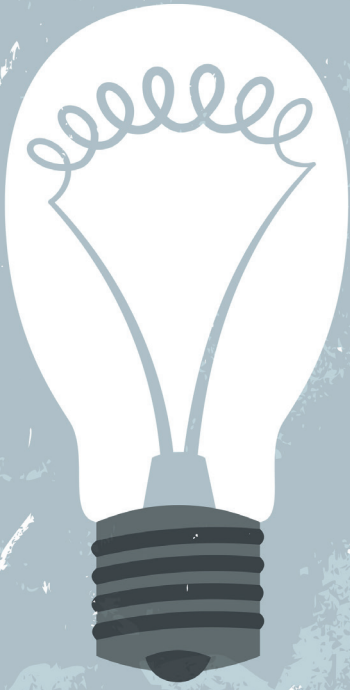




COLEG Sir Benfro
Pembrokeshire COLLEGE



100 TOP TIPS

to stretch and challenge learners



Ariennir gan
Lywodraeth Cymru
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Foreword

Stretch and Challenge

Stretch and challenge is all about maximising learning for everyone we are working with, so that they reach their full potential. It is about developing their employability skills and their capacity to learn independently. It is about enhancing their reflective skills so that they can continue to learn beyond our courses and into later life.

For educational practitioners this can feel like a big challenge, due to workloads and the amount of content to cover in qualification courses. This booklet is full of practical, simple ways to stretch learners as individuals or in groups and will be an asset to practitioners as a resource for planning and as a tool for discussion of practice.



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How to use this booklet

The top tips and ideas in this booklet have been adapted or designed to stretch and challenge individual learners, although most will also work in a group environment. There are 10 categories each offering 10 top tips with plenty of digital literacy and IT skills in the mix! The tips are non-specific regarding level and are essentially prompts and ideas for practitioners to take forward and develop into a task or activity.

The 10 categories are:

1. Employability
2. ESDGC
3. Literacy
4. Numeracy
5. Personal Development
6. Practical Assessment
7. Questioning
8. Study Skills
9. Subject Knowledge
10. Welsh Language and Culture

Choose a category and then choose a PACE!

P: Prepare - These tips are for when you have time to think ahead!

A: Ask - These tips are for when you want the learner to extend their work / skills

C: Challenge - These tips are to really stretch the learner to think and take action

E: Encourage - These tips are a coaching tool, to help give your learner great advice and guidance



Employability

- 1 Prepare** an activity for the learner that increases knowledge of general health and safety in the workplace.
- 2 Prepare** activities that require the learner to construct and update an appropriate CV, develop a formal covering letter or email.
- 3 Prepare** an activity which requires the learner to ask reflective questions. Use the answers to enhance a CV or application/personal plan.
- 4 Prepare** an activity that requires the learner to watch an interview (or read the narrative of an interview), identify effective answers and negative aspects. Decide whether the candidate should get the job and what they could have said or done differently.
- 5 Prepare** an activity that requires the learner to explore professionalism and develop a professional outlook (inspiring, positive, determined).
- 6 Prepare** an activity for the learner asking the following three questions:
 - 1: Describe your job
 - 2: Compare and contrast your job to the position above you
 - 3: Evaluate how your job contributes to the success of your team.
- 7 Challenge** the learner to embark on an enterprise activity. There is numerous help and guidance for enterprise activities online. Use the four stages of the enterprise process:
 - 1: Identify
 - 2: Plan
 - 3: Implement
 - 4: Evaluate
- 8 Challenge** the learner to organise or participate in a community/charity project or record and reflect on anything they are already involved in (eg. Comic Relief, Children in Need).
- 9 Challenge** the learner to reflect on who has inspired them to improve their work or skills? Which practical skills have they developed? Where have they performed well? What have they find challenging so far?
- 10 Challenge** the learner to take a skills test (lots available online) in order to highlight strengths and areas for development, the learner can reflect on whether the results reflect what they think about their skills.

ESDGC

- 1 Prepare** a set of “Thunks” (there are lots of Thunks online). A “Thunk” is a question about everyday life things that encourage you to look at the world in a whole new light.
- 2 Prepare** an activity that requires the learner to discuss guidelines and legislation relating to equality and diversity in the workplace and consider links between identity and culture and their own specialist area.
- 3 Prepare** an activity that requires the learner to explore how trade has an impact on wealth and poverty and discuss the different and diverse needs of customers/service users in their own specialist area.
- 4 Challenge** the learner to think about how they can promote ESDGC in their area of study/work i.e. signs to recycle, staff room tip of the day, discourage non-essential printing.
- 5 Challenge** the learner to reflect and record how their day-to-day practice in their chosen vocation impacts on the environment (i.e. carbon footprint).
- 6 Challenge** the learner to reflect and record how the environment and landscape around them is changing, how this might impact their choice of vocation, lifestyle and future.
- 7 Challenge** the learner to consider how they recycle, identifying where they could make improvements. This could lead to a personal plan of action.
- 8 Challenge** the learner to replace something considered environmentally unfriendly in their life with an App that delivers the same function.
- 9 Encourage** the learner to identify when an email, Moodle submission or e-portfolio can replace a printed document/version.
- 10 Encourage** the learner to discuss the importance of physical and mental wellbeing and consider the link that can be made between health and their own specialist area.

Literacy

- 1 Prepare** a “take away” task (such as anagrams, crosswords, hand-out with blanks) of key words and terms not yet familiar to the learner, to be completed in readiness for their next unit/topic.
- 2 Prepare** a literacy task for the learner that has elements of a higher level than they are currently working to.
- 3 Ask** the learner to choose a number of specific words in their written work (number depending on length of text) and replace with more complex words using a thesaurus.
- 4 Ask** the learner to highlight words they do not know the meaning of in a piece of legislation/text/article, then look up each word and record the meaning. This allows an opportunity for an extension activity.
- 5 Ask** the learner to look over past written work and reflect and record how their literacy skills have improved, detailing in what ways they have improved and in which literacy areas they would still like to develop.
- 6 Ask** the learner to self-mark their written work, highlighting errors found and developing their own targets regarding areas for improvement.
- 7 Ask** the learner to take effective notes in reviews, delivery sessions and after assessment, allow a note-taking format of their choice eg. check out Popplet (app and online), for creating mind maps.
- 8 Challenge** the learner to reach a certain word count target (over and above the expected or required) in their writing.
- 9 Encourage** learners to make a list (or mind map) of key words and terms that they think should be in an assessment/review/topic/assignment.
- 10 Encourage** the learner to keep a ‘notes’ section on their phones or start a spellings/definition book, ready to record new terms, definitions or common spelling errors.

Numeracy

- 1 Prepare** a numeracy workbook for the learner with built-in targets to fit in with the number of review or tutorials, as per programme length.
- 2 Prepare** numeracy activities and tasks/worksheets to give to the learner, using the resources on <http://www.snappymaths.com>
- 3 Ask** the learner to take the National Challenge online, there are four elements:
 1. Take the 'Challenge Check-Up'
 2. See the topics needed to be worked on
 3. Learn
 4. Retake the 'Challenge Check-Up'
- 4 Ask** the learner to produce numeracy questions that link into the topic/area they are studying. The learner could go on to create model answers to the questions they have set.
- 5 Challenge** the learner to try out the 'maths4love' website where they can enrol on courses for free and have full access to many interactive resources.
- 6 Encourage** the learner to attempt the daily maths question on the WJEC website...just click on the date.
- 7 Encourage** the learner to sign up (for free) to Citizen Maths, an online resource for maths and solving the problems that come up at work and in life.
- 8 Encourage** the learner to reflect on where numeracy skills come into their sector / vocation on a day-to-day basis, develop and enhance the appropriate (needed) numeracy skills.
- 9 Encourage** and motivate a strong learner by introducing elements of numeracy to them, of a higher level criteria than they are currently working to.
- 10 Encourage** the learner to keep a 'notes' section on their phones or start a numeracy skills book, to record new numeracy skills or regular numeracy skills used.

Personal Development

- 1 Prepare** an activity that asks the learner to consider personal attributes and characteristics, rating themselves from 1-10, then use to reflect on where they have rated themselves with a low number and consider taking action.
- 2 Prepare** an activity for the learner which requires them to consider, self-motivation and in so doing, identify what drives them to do things.
- 3 Ask** the learner to consider time management skills and the need to understand the difference between urgent and important and prioritise accordingly.
- 4 Challenge** the learner to increase skills in this area of life using activities such as the task priority matrix:
 - 1: Do first
 - 2: Do next
 - 3: Do later
 - 4: Don't do
- 5 Challenge** the learner to become a Facebook group page editor (maybe of their course/programme) and commit to posting regular information to help others.
- 6 Challenge** the learner to create life goal plans which include aims and objectives of how they'll achieve them. Consider timings, dates and potential key milestones in life.
- 7 Challenge** the learner to adopt a personal "48 hour rule" to assignments / work set within their programme, completing all work within 48 hours of being given it.
- 8 Challenge** the learner to have a go at a brain fit test online (such as Lumosity) that tests your memory, attention and more!
- 9 Encourage** the learner to consider how they organise their personal finances, highlighting any problem areas and coming up with solutions.
- 10 Encourage** the learner to look into emotional intelligence online (such as 'Skills You Need' website) which can be developed and improved by learning and practising new skills.

Practical Assessment

- 1 Prepare** practical assessments with built in learner reflection opportunities, where the learner stops and assesses the quality of their work as they go (could even use a timer/buzzer).
- 2 Prepare** feedback ensuring the focus is kept clearly on improving student outcomes and relates to specific and challenging goals for the learner.
- 3 Prepare** a marking / feedback system using traffic lights (this also works well for self-assessment):
 - Red: You haven't understood this element
 - Amber: You show some understanding and are almost there
 - Green: You have understood this element, you're good to go!
- 4 Prepare** learner friendly wallet-size laminated cards detailing the grading criteria, learners are much more likely to pull this out of their pocket while working, than find their printed hand-out.
- 5 Ask** the learner to complete their own feedback forms, as if they were the tutor, setting their own targets and achievement dates.
- 6 Challenge** the learner to choose the highest grading criteria in their preparation, (and use this criteria in delivery). With pass/fail, design your own criteria, such as bare pass, good pass, excellent pass.
- 7 Encourage** the learner to make use of technology when preparing for practical assessment, especially the use of video which they can then play back and self assess.
- 8 Encourage** the learner to imagine that their assessment was in an interview scenario. How could they stand out? What would impress an employer?
- 9 Encourage** and motivate a strong learner by introducing elements of a higher level criteria to them, in terms of practical skills.
- 10 Encourage** the learner to spend time highlighting key elements of the grading criteria before an assessment, putting into own note format, such as a mind map, flowchart, phone.

Questioning

- 1 Prepare** questions using the word “might”, allowing the learner to journey to a more complex answer as they explore and verbalise their thoughts, such as what might be the reason for...?
- 2 Prepare** questions for the learner that challenge misconceptions, create conflict or clarification, encouraging discussion.
- 3 Prepare** questions that ask “why?”, giving opportunity for underlying reasoning to be made explicit rather than recalling facts alone, such as why is an apple an example of a fruit?
- 4 Prepare** questions that ask for similarities and differences, allowing answers to be explored and presented in numerous ways, such as mind map or flow chart (this would suit a scenario review situation).
- 5 Prepare** questions that progressively get more difficult, devise in a learner friendly way, such as warm questions (basic), hot questions (needs a bit more thought) scorching questions (challenging).
- 6 Prepare** questions that require a specific number of points to be included in the answer, allowing the learner to think through their answer structure, such as ‘this question has a three-stage answer’.
- 7 Prepare** answer/statement templates for questions, using different forms and structures, such as I believe/In my opinion/I agree or disagree because/If it was up to me I would.
- 8 Prepare** questions that require answer reflection eg. Do you think that was a complex answer? Which level/grade of answer do you think that was? What do you think is the most common mistake that is made when answering this question?
- 9 Prepare** question structures inspired by Socrates (Socratic questioning is online) to challenge learner thinking, there are four roles that encourage and extract views, opinions and judgements.
- 10 Encourage** the learner to think through what they want to say before answering a question, introduce a 30 second silent thinking time, even allow the learner to write some thoughts down before they answer.

Study Skills

- 1 Prepare** a list of links, suggested resources, research or review questions to give to the learner for self study.
- 2 Prepare** a study skills activity for the learner which requires the use of a thesaurus.
- 3 Ask** the learner to evaluate a source whenever they research something or have to find/read specific information i.e. date, accuracy, reliability and usefulness of source.
- 4 Challenge** the learner to record themselves reading their own written work and playback, is their content easy to understand, accurate and does it hit the grading criteria?
- 5 Challenge** the learner to use the five point check in their written work:
 1. Key words
 2. Sentence type
 3. Punctuation
 4. Sequence
 5. Writing structure
- 6 Challenge** the learner to increase their memory skills by finding an image to link with information or facts they have to learn.
- 7 Encourage** the learner to reflect and record all their personal barriers to effective study and come up with a solution for each, which could then form a personal study action plan.
- 8 Encourage** the learner to identify “pockets of time” in their day, in which they could be studying (a bite size approach). A lot can be achieved in half an hour.
- 9 Encourage** the learner to study in a way that suits their learning style/s, encouraging ownership of their skills development.
- 10 Encourage** the learner to design and create a learning journal to record personal development, progress, targets, aims and goals, refer to past targets, highlight achievements and link learning.

Subject Knowledge

- 1 Prepare** a task for the learner that includes an element or taster from a higher level programme criteria.
- 2 Prepare** a sector relevant “take-away” activity which requires the learner to watch/read a type of media, consider interesting points, people involved, opinions, assumptions and speculation.
- 3 Prepare** topic activities/tasks that give the learner the choice (when able) of how to present their ideas, allowing them to excel in their chosen format.
- 4 Prepare** an activity that requires the learner to record everything they know about a topic at the start of the unit, use to avoid knowledge duplication and introduce more challenging elements, above the level/criteria of programme.
- 5 Ask** the learner to reproduce an existing piece of work in an alternative format, communicating the same information but in a different way, such as a written document into a PowerPoint, video clip or leaflet.
- 6 Ask** the learner to take the role of ‘teacher’ and design a 30 minute lesson on a specific topic, to include planning, resources, teaching materials and innovative ideas (delivery is optional!).
- 7 Ask** the learner to come up with five questions on an upcoming element or topic, that they speculate will be answered by the time the topic has been covered.
- 8 Challenge** the learner to regularly contribute to a terminology box/system (physical box, folder, Post-Its, Moodle activity, blog etc).
- 9 Encourage** the learner to set personal goals and targets for a particular topic, such as what they want to know, when they want to have a certain competency, a plan of action in order to develop new skills.
- 10 Encourage** the learner to review their progress of a topic using a structure such as 3,2,1:
 - 3: Record three elements of the topic grasped
 - 2: Record two elements of the topic that need further study
 - 1: Record elements not understood

Welsh Language/Culture

- 1 Prepare** in advance a number of challenges for the learner that require research and acknowledgment of Welsh culture on a monthly basis.
- 2 Prepare** an activity that requires the learner to use “Terwiadur” online to find the Welsh term/word or download a Welsh Dictionary app (there are free ones available).
- 3 Prepare** an activity that could be used if there’s an event happening eg. Eisteddfod/Cliff diving/Six nations. Challenge the learner to find out three things about the event. Why is it happening in Wales/in a particular location?
- 4 Prepare** an activity that requires the learner to research how businesses and organisations use Welsh on social media? Can they find a company or an organisation with a good solution?
- 5 Ask** the learner to design a sector relevant Welsh language and culture quiz (check out Soctrative online) that could be given to other learners on similar programmes to have a go at.
- 6 Challenge** the learner to put a Facebook status in Welsh. What reaction do they get?
- 7 Challenge** the learner to Tweet bilingually while staying within the 146 characters.
- 8 Challenge** the learner to reflect on their vocational programme / area of study and identify, reflect and record where bilingual skills are an advantage.
- 9 Challenge** the learner to create a sound file of words or phrases in Welsh, (sector related), a Welsh speaking friend could help out. Upload it to Moodle or keep on their phone so that it can played, practised and used when needed.
- 10 Encourage** the learner to keep an eye on Welsh news, for a timed period (maybe a month) check on the main news story in Wales each day. Does it tie in with national news?

Notes...

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Deunydd a gwefannau defnyddiol

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slideshare.net

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wjec.co.uk

snappymaths.com

lumosity.com

geoffpetty.com

theteachertoolkit.com

maths4love.co.uk

socrative.com

bobcraig.co.uk

citizenmaths.com

popplet.com

text2mindmap.com

termiaduraddysg.org

nnchallenge.org.uk

beta.tutor2u.net

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Nod!adau...

Diolchïadau:

Mae casglu'r 100 awgrym ar gyfer y llyfr yn hwn wedi bod yn

dipyn o dasg! Hoffwn i ddiolch i'r bobl ganlyniol am eu cyfraniad a

chethnogaeth: Sarah Thomas, Patrick Mann, Barbara Simon, Donna

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Coleg Sir Bentro.

Steph Trindall

**Mentor Dysgu ac Addysgu
Coleg Sir Bentro**

Rhifedd

- 1 Paratoi** llyfr yn rhifedd i'r dysgwyr gyda thargedau wedi'i allinio gyda nifer yr adolygiadau/tiworialau.
- 2 Paratoi** gweithgareddau/tasgau rhifedd i'r dysgwyr gan ddefnyddio <http://www.snappymaths.com>
- 3 Gofyn** i'r dysgwyr gymryd rhan ym mhedwar eifen y 'National Challenge' ar-lein:
 1. Gwneud y 'Challenge Check-up'
 2. Gweld y meysydd sydd eisieu gweithio arny'n nhw
 3. Dysgu
 4. Ail-sefyll y 'Challenge Check-up'
- 4 Gofyn** i'r dysgwyr greu cwestiynau rhifedd sy'n gysylltiedig gyda'r pwnc/maes maen nhw'n astudio. (Gellir ymestyn y dasg trwy annog y dysgwyr i greu atebion defnyddiol i'r cwestiynau.)
- 5 Herio** r dysgwyr i ymlaelodi ar wefan maths4love.com sy'n cynnig cyrsiau am ddim a nifer fawr iawn o adnoddau rhyngweithiol defnyddiol.
- 6 Annog** y dysgwyr i roi cais ar y cwestiwn mathemateg dyddiol ar safle CBAC... cliciwch ar y dyddiad.
- 7 Annog** y dysgwyr i gofnodi (am ddim) ar 'Citizen Maths', adnodd ar-lein i helpu datrys y problemau cyffredin sy'n codi yn y gwaith ac yn gyffredinol.
- 8 Annog** y dysgwyr i ystyried lle gall sgiliau rhifedd fod o ddefnydd yn ei sector / maes galwedigaethol nhw o ddydd i ddydd, datblygu'r sgiliau rhifedd angenrheidiol a chofnodi datblygiad mewn dyddiadur rhifedd.
- 9 Annog** a chymhell dysgwyr da trwy gyflwyno eifennau o rhifedd ar lefel uwch na'r hyn maen nhw'n gweithio arno'n presennol.
- 10 Annog** y dysgwyr i gadw adran 'nodadau' ar y ffon symudol neu ddechrau llyfr sgiliau rhifedd er mwyn gwneud cofnod o sgiliau rhifedd newydd neu sgiliau rhifedd a ddefnyddir yn aml.

Sgiliau Astudio

1 Paratoi rhestr o adnoddau, linciau, cwestiynau ymchwil ac adolygu i'r dysgwyr ar gyfer astudio personol.

2 Paratoi gweithgaredd sgiliau astudio i'r dysgwyr sy'n peri iddynt ddefnyddio thesawrs.

3 Gofyn i ddysgwyr arfarnu ffynhonnell pan maen nhw'n ymchwilio neu yn gorfod chwilio am/darllen gywobodâeth benodol e.e. dyddiad, cywirdeb, dibynadwyedd a defnyddioideb.

4 Herio'r dysgwyr i wneud gwiriad pum pwynt yn y gwaith ysgrifenedig:

1. Geiriau allweddol
2. Brawddegau
3. Atalnodi
4. Trefn
5. Strwythur ysgrifennu

5 Herio'r dysgwyr i ddarllen ei gwaith yn uchel gan adnabod ble mae'r cynnwys yn gywir ac yn hawdd i ddeall ac os yw'n cyflawni'r meini prawf.

6 Herio'r dysgwyr i wella'r cof trwy chwilio am ddelwedd i gysylltu gyda elfen mae'n rhaid iddyn nhw ddysgu.

7 Annos y dysgwyr i ystyried unrhyw rhwystrau personol i astudio effeithiol a cheisio cynig datrysiaid i bob un fydd yn cyfrannu at gynllun gweithredu personol.

8 Annos y dysgwyr i chwilio am amser sbâr yn y diwrnod pan gallen nhw fod yn astudio, gellir cyflawni llawer mewn hanner awr.

9 Annos y dysgwyr i wneud dewisiadau yn yr astudio sy'n gweddu i'w dull astudio nhw, bydd hyn yn gymorth i ddatblygu sgiliau trwy ddewisiadau.

10 Annos y dysgwyr i gynllunio a chreu dyddiadur dysgu sy'n cofnodi datblygiad personol, cynnydd, targedau, nodau ac amcanion gan gyfeirio at targedau'r goffennol a thynnu sylw at lwyddiannau.

Iaith Gymraeg/Diwylliant

1 Paratoi nifer o heriau misol o flaen llaw i'r dysgwyr yn anog ymchwilio i elfennau o diwylliant Gymreig.

2 Paratoi gweithgaredd sy'n perfformio'r dysgwyr i ddefnyddio 'Termiadur' ar-lein er mwyn chwilio'r term/gair Gymraeg am ... neu lawrlwytho'r App Geiriaduron Gymraeg (mae hwn am ddim).

3 Paratoi gweithgaredd i'r dysgwyr sy'n cymhellu iddynt ddarganffod sut mae busnesau/cwmnïau'n defnyddio'r Gymraeg ar y cyfryngau cyrffwrdd. Ydyn nhw'n gallu darganffod cwmni sy'n gwneud defnydd da o'r ddwy iaith?

4 Paratowch weithgaredd sy'n gysylltiedig gyda digwyddiad cyfoes (Eisteddfod/Deitio clogwyn/Pencampwriaeth y chwe gwlad). Herio'r dysgwyr i ddarganffod tri ffath amdano. Pam mae'n digwydd yng Nghymru/ly lleoliad penodol hwnnw?

5 Gofyn i'r dysgwyr greu cwis ar-lein iaith a diwylliant Gymraeg perthnasol i'r sector (beth am ddefnyddio Socrative?) fyddai'n gallu cael ei ddsbarthu i ddysgwyr eraill i gwblhau.

6 Herio'r dysgwyr i roi statws yn Gymraeg ar Gweplyfr. Pa ymateb maen nhw'n ei gael?

7 Herio'r dysgwyr i drydaru'n ddwyieithog a chadw o fewn y 146 cymeriad.

8 Herio'r dysgwyr i ystyried y rhaglen alwedigaethol maen nhw'n dilyn gan adnabod a chofnodi ble byddai sgiliau mewn dwy iaith yn fanteisiol i ddyn nhw.

9 Herio'r dysgwyr i greu ffeil sain o eiriau neu ymadroddion yn Gymraeg sy'n gysylltiedig â'r maes galwedigaethol, etfallai gallan nhw ofyn i ffrind sy'n siarad Gymraeg i helpu. Lanlwytho'r ffeil ar Moodle neu ei gadw ar y ffron er mwyn cadw ymarfer.

10 Annog y dysgwyr i wyllo newyddion o Gymru am amser penodol (mis etfallai) a gwirio beth yw'r prif stori newyddion. Ydy e'n debyg i'r brif stori ar y newyddion Prydeinig neu'n wahanol?

Llythrennedd

1 Paratoi tasg tu allan y sesw'n (e.e. anagramau, croeseiriau, llenw'r bwlch) o eiriau allweddol nad ydy'r dysgw'r yn gyfarwydd â nhw eto, i'w cwblhau cyn dechrau ar yr uned / pwnc nesaf.

2 Paratoi tasg llythrennedd i'r dysgw'r sy'n gofyn am eifennau uwch na'r hyn maen nhw'n gweithio arno ar hyn o bryd.

3 Gofyn i'r dysgw'r ddedw's nifer penodol o eiriau yn y gwaith ysgrifenedig a chyfnewid y geiriau hynny am rai mwy cymhleth gyda help thesarws.

4 Gofyn i'r dysgw'r uwcholeuo geiriau nad ydyn nhw ddim yn siwr o'r ystyr mewn deddfwriaeth / testun / ertnygl, wedyn chwilio am ystyr pob gair a gwneud cofnod ohono. Gan ddefnyddio'r ystyr hysbys, creu 3 brawddeg ar gyfer pob gair.

5 Gofyn i'r dysgw'r edrych nbl dros waith a gwblhawyd yn y gorfennol ac ystyried sut mae ei sgiliau wedi gwella gan wneud cofnod o beth sydd wedi gwella eisoes a beth sydd angen arnynt weithio arno ymhellach.

6 Gofyn i'r dysgw'r farcio ei (g)waith ei hun, uwcholeuo'r camgymeriadau a datblygu targedau personol o ran gwella.

7 Gofyn i'r dysgw'r wneud nodiadau effeithiol mewn adolygiad, sesiwn ddysgu ac ar ôl asesiad. Dylai'r myfyrwr ddedw's fformat sy'n addas iddyn nhw e.e. Popplet (app ac ar-lein) er mwyn creu nodiadau map meddwl.

8 Hentor dysgw'r i anelu am nifer penodol o eiriau mewn tasg ysgrifenedig (sy'n uwch na beth ddisgwyli'r).

9 Annog myfyrwyr i wneud rhestr (neu fap meddwl) o eiriau a thermanau maen nhw'n teimlo ddylai fod mewn asesiad / adolygiad / pwnc / tasg estynedig.

10 Annog y myfyrwyr i gadw 'nodiadau' ar y ffôn neu dechrau llyfryn sillafu / diffiniedau er mwyn gwneud cofnod o dermanau neu ddiffiniedau newydd – mae hwn yn ddull da o fewnosod llythrennedd.

Datblygiad Personol

1 Paratoi gweithgaredd sy'n gofyn i'r dysgwyr ystyried priodolddau a nodweddion, gan sgorio 1-10 ac yna edrych ar y rhai sydd wedi sgorio'n isel ac ystyried gweithredu ar hynny.

2 Paratoi gweithgaredd sy'n annog y dysgwyr i ystyried sut maen nhw'n delio gyda arian, edrych i weld oes problemau a chwilio am ateb posibl.

3 Gofyn i'r dysgwyr i ystyried cymhelliant a thrwy wneud hynny ystyried pam maen nhw'n gwneud pethau.

4 Herio'r dysgwyr i ystyried sgiliau rheoli amser gan wella sgiliau trwy greu matrices blaenoriaethu tasgau:

- 1: Goffen gyntaf
- 2: Angen gwneud nesaf
- 3: Gall aros tan yn hwyrach
- 4: Dim angen gwneud hyn

5 Herio'r dysgwyr i fod yn olygydd ar dudalen Gwebyfr (efallai ar y rhaglen/cwrs) ac ymrwymo i ddiweddar'u statws yn aml er mwyn helpu eraill.

6 Herio'r dysgwyr i greu cynllun cyrchnod bywyd fydd yn cynnwys nodau ac amcanion o sut fyddan nhw'n cael eu cyflawni gan ystyried dyddiadau a cherrig milltir bywyd.

7 Herio'r dysgwyr i ddilyn rheol '48 awr' set bod rhaid goffen pob tasg o fewn 48 iddo gael ei osod.

8 Herio'r dysgwyr i wneud prawf ffitrwydd ymennydd ar-lein (e.e. Lumosity) sy'n profi eich cof, pa mor hir gallwch ganolbwytio a mwy!

9 Amnwg y dysgwyr i ymchwilio ar-lein i ddeallusrwydd emosiynol (e.e. SkillsYouNeed) sy'n rhan o'r isymwybod dynol gallwn ddatblygu a gwella trwy ddysgu ac ymarfer sgiliau newydd.

10 Amnwg y dysgwyr i ystyried sgiliau rheoli amser a'r angen i ddeall y gwahanfaeth rhwng brys a phwysig a blaenoriaethu yn unol â hynny.

Gwybodaeth Pwnc

1 Paratoi tasg sy'n cynnwys elfen neu ffas o lefel uwch o astudio na'r rhaglen bresennol.

2 Paratoi gweithgaredd tu allan i'r sesiwn sy'n peri i'r dysgwyr wyllo / darllen math o gyfrwng, ystyried y pwyntiau diddorol, y bobl, pa farn sydd gyda nhw a'r tybiaethau.

3 Paratoi gweithgareddau/tasgau sy'n rhoi dewis i'r dysgwyr o sut i gyflwyno'r syniadau, gan roi cyfle iddynt ddisgleirio yn y fformat dewisol.

4 Paratoi gweithgaredd sy'n cymhell y dysgwyr i wneud cofnod o bopeth maen nhw'n gwyllo am bwnc ar ddechrau uned a defnyddio hwn er mwyn osgoi ail-adrodd. Gellid ystyried cynnwys elfennau mwy heriol sy'n uwch na lefel y rhaglen.

5 Gofyn i'r dysgwyr ail-greu darn o waith presennol mewn fformat gwahanol gan gyfathrebu yr un wybodaeth ond mewn ffordd wahanol e.e. dogfen ysgrifenedig i Powerpoint.

6 Gofyn i'r dysgwyr gymryd rôl yr athro a pharatoi gwrs hanner awr ar bwnc penodol, dylai hyn gynnwys y cynllunio, adnoddau, adnoddau dysgu a syniadau gwreiddiol.

7 Gofyn i'r dysgwyr greu 5 cwestian am elfen neu bwnc fydd yn codi cyn hir maen nhw'n tybio bydd yr atebion gyda nhw erbyn diwedd yr uned.

8 Herio'r dysgwyr i gyfrannu i fivch termau neu system gasglu termau (bocs, ar-lein, Moodle, blog, tudalen Gweplyfr, grŵp a.y.b).

9 Amgysgu y dysgwyr i osod targedau personol ar gyfer pwnc penodol e.e. beth maen nhw eisiau gwyllo, pryd fydd ganddyn nhw gymhwyseidd penodol, cynllun gweithredu i ddatblygu sgiliau newydd.

10 Amgysgu y dysgwyr i adolygu'r cynnydd twy ddefnyddio strwythur 3,2,1:
3: Cofnodwch tri beth rydych chi'n deall eisoes
2: Cofnodwch dau elfen sydd angen i chi astudio ymhellach
1: Un peth nad rydych yn deall.

Cwestiynau

- 1 Paratoi** cwستیynau i'r dysgwyr ar ffurf 'Beth allai...' er mwyn rhoi cyflie iddyn nhw ystyried atebion ychydig yn fwy cymhleth.
- 2 Paratoi** set o gwestiynau sy'n herio camarafraff, creu gwrthdaro, chwilio eglurhad er mwyn annog trafodaeth.
- 3 Paratowch** gwestiynau sy'n gofyn 'Pam' gan roi cyflie i ddatblygu rhesymeg gwaelodol yn hytrach na ffeithiau moel yn unig (e.e. Pam bod afal yn esiampl o ffwrth?).
- 4 Paratoi** cwستیynau sy'n gofyn am debygrydd a gwahaniaethau, gan ganiatáu cyflwyno atebion mewn amrywiaeth o ffyrdd e.e. map meddwl neu start llif.
- 5 Paratoi** cwستیynau sy'n mynd yn anoddach cam wrth gam, eu cynllunio mewn ffordd dysgwyr gyfeillgar e.e. cwستیyn twym (syllfaenol), cwستیyn poeth (angen mwy o feddwl), cwستیyn crasboeth (anodd iawn).
- 6 Paratoi** cwستیyn sy'n gofyn am nifer penodol o bwyntiau yn yr ateb gan roi cyflie i'r dysgwyr roi strwythur i'r ateb e.e. mae gan y cwستیwn hwn 3 cham i'r ateb.
- 7 Paratoi** templeidi ateb / datganiad ar gyfer cwستیynau sy'n defnyddio ffurfiau a strwythurau gwahanol e.e. Rydw i'n credu, yn fy marn i, Rydw i'n cytuno/ anghytuno...
- 8 Paratoi** cwستیynau sy'n rhoi cyflie i ystyried yr ateb e.e. ydych chi'n meddwl bod hwn yn ateb cymhleth? Pa radd/lefel dych chi'n meddwl byddai'r ateb hwn? Beth yw'r camgymeriad mwyaf cyffredin a wneir wrth ateb y cwستیwn hwn?
- 9 Paratoi** strwythur cwستیynau wedi'u hysbrydoli gan Socrates (cwستیynau Socratic ar-lein) er mwyn herio'r dysgwyr i feddwl. Mae 4 rôl wrth ofyn cwستیynau sy'n annog barn, dyfarniad a beirniadaeth.
- 10 Annos** y dysgwyr i feddwl cyn ateb cwستیwn, cyflwyno 30 eiliad o amser meddwl a chyflie i ysgrifennu atebion ar dapur cyn ateb.

Cyflogadwyedd

1 Paratoi gweithgaredd i'r dysgwyr sy'n datblygu gwybodaeth am iechyd a diogelwch yn y gweithle.

2 Paratoi gweithgaredd i'r dysgwyr yn gofyn y cwestiynau canlynol:
1: Disgrifiwch eich swydd
2: Cymharwch eich swydd gyda'r rôl sydd uwchben
3: Arafnwch sut mae eich swydd chi yn cyfrannu at lwyddiant yr adran.

3 Paratoi gweithgareddau sy'n peri i'r dysgwyr baratoi neu adolygu curriculum vitae a datblygu sgiliau ysgreffennu llythyre-bost ffurfiol.

4 Paratoi gweithgaredd sy'n annog y dysgwyr i ddefnyddio cwestiynau (fel yn y cynnog uchod) a defnyddio'r atebion i wella CV, cais neu gynllun personol.

5 Paratoi gweithgaredd lle mae'r dysgwyr yn gwyllio cyfweiliad (neu darllen testun cyfweiliad) ac yn chwilio am yr atebion effeithiol, effennau negyddol a phendderfynu a fyddai'r ymgeisydd yn gallu cael y swydd. Gellid trafod hefyd beth fyddai'r dysgwyr wedi gwneud yn wahanol.

6 Paratoi gweithgaredd sy'n cael y dysgwyr i ymchwilio i beth yw profesiynoldeid a'u hannog i ddatblygu agwedd broffesiynol (ysbrydoledig, cadarnhaol, pendderfynol).

7 Herio'r dysgwyr i wneud gweithgaredd mentergarwch. Defnyddio pedwar cam y broses fentergarwch:
1: Adnabod
2: Cynllunio
3: Gweithredu
4: Arafnu

8 Herio'r dysgwyr i drefnu neu gymryd rhan mewn gweithgaredd elusenol/cymunedol gan gofnodi ac ystyried unrhywbeth maen nhw eisoes yn rhan ohono e.e. Plant mewn angen, Comic relief.

9 Heriwch y dysgwyr i ystyried pwy sydd wedi ei ysbrydoli i wella gwaith/sgiliau? Pa sgiliau ymarferol maen nhw wedi datblygu? Bie maen nhw wedi perfformio'n dda? Beth maen nhw'n gweld yn heriol am y rhaglen?

10 Herio'r dysgwyr i gwblhau prawf sgiliau (mae nifer ar gael ar-lein) er mwyn chwilio am gryfderau a meysydd ar gyfer datblygu fel bod y dysgwyr yn gallu ystyried os yw'r canlyniadau'n adlewyrchu beth maen nhw'n meddwl yw y sgiliau.

1 Paratoi cyfres o 'Thunks' (mae nifer o 'Thunks arlein). Cwestiwn yw 'Thunk' sy'n eich annog i feddwl yn wahanol am bethau bob dydd a rhoi persbectif newydd i chi ar bethau.

2 Paratoi gweithgaredd sy'n cael y dysgwyr i drafod canllawiau a chyfreithiau sy'n gysylltiedig gyda chydarddodedb ac amrywiaeth yn y gweithle ac ystyried unrhyw gysylltiadau gyda hunaniaeth a diwylliant yn y maes arbenigol.

3 Paratoi gweithgaredd sy'n cael y dysgwyr i archwilio pa fath o effaith mae diwydiant wedi'i gael ar gyfoeth a thlodi a thratod anghenion amrywiol cwsmeriaid / defnyddwyr gwasanaeth yn ei maes arbenigol nhw.

4 Herio'r dysgwyr i feddwl sut gallian nhw hybu ADCDF yn y maes astudio penodol / gwathh e.e. arwyddion i ailgylchu, awgrym y dydd yn ystafell y staff, annog pobl i beidio ag argraffu os nad oes rhaid.

5 Herio'r dysgwyr i ystyried a chofnodi sut mae ei arferion o ddydd i ddydd yn ei dewis faes galwedigaethol yn effeithio ar yr amgylchedd (e.e. ôl-troed carbon).

6 Herio'r dysgwyr i ystyried a chofnodi sut mae'r amgylchedd a'r tirwedd o'u cwrpas yn newid, sut allai hyn effeithio ar ei gyfra dewisol, ffordd o fyw a dyfodol.

7 Herio'r dysgwyr i ystyried sut y byddden nhw'n ailgylchu, gan adnabod lle gallian nhw wneud gwelliannau, a chreu cynllun gweithredu personol i adlewyrchu hyn.

8 Herio'r dysgwyr i gyfnewid rhywbeth sy'n cael ei ystyried yn wael i'r amgylchedd am App sy'n cynnig yr un gweithred.

9 Amnwg y myfyrwr i adnabod cyfite i ddefnyddio e-bost, Moodle neu e-bortffolio yn lle fersiwn wedi'i argraffu.

10 Amnwg y dysgwyr i drafod pwysigrwydd technyd corfforol a meddyliol ac ystyried y cyswllt gellid gwneud rhwng technyd a'r maes arbenigol.

Aseiad Ymarferol

1 Paratoi aseiadau ymarferol gyda chyflieodd artarnu i'r dysgwr lle rhaid iddo/iddi stopio ac asesu ansawdd y gwaith wrth fynd (gellid defnyddio teclyn amseru/'buzzer').

2 Paratoi system farcio adborth yn seiliedig ar oleuadau traffig e.e. coch: heb ddeall yr elfen hon, oren: dangos peth deallwriaeth, gwyrdd: deallwriaeth dda iawn o'r elfen hon.

3 Paratoi adborth gan sicrhau bod ffocws clir ar ganlyniadau i'r myfyrwr a bod targedau penodol a heriol i'r dysgwr.

4 Paratoi cardiau wedi eu lamneiddio fyddar'n addas ar gyfer waled. Mae dysgwyr yn fwy tebygol o wneud defnydd o rywbeth fel hyn na thaffien A4.

5 Gofyn i'r dysgwr i greu ffrflen adborth, fel petai nhw yn gweithredu fel y tiwtor, gan osod ei targedau ei hun a'r dyddiadau cyflawni.

6 Herio r dysgwr i ddewis y maen praf uchaf i'w ddefnyddio wrth baratoi (a defnyddio'r meini praf hyn wrth ddyngu). Gyda llwyddo/methu, cynllunio meini praf personol, llwyddo o drwch blewyn, llwyddo'n dda neu rhagorol.

7 Annos y dysgwr i wneud defnydd o dechnoleg wrth baratoi am aseiad ymarferol, yn arbennig defnyddio fideo ohonyn nhw i wyllo eto a hunan asesu.

8 Annos y dysgwr i gymharu'r seyllfa asesu gyda chyflwriad e.e. a tyden nhw'n seyll allan? Sut tyden nhw'n seyll allan? Sut byddai hyn yn plesio darpar gyflogwr?

9 Annos a chymell dysgwr da trwy gyflwyno elfennau o sgil ar lefel uwch na'r un maen nhw'n gweithio arno ar hyn o bryd.

10 Annos y dysgwr i dreulio amser yn uwchleuo elfennau allweddol o'r meini praf cyn dechrau ar aseiad gan roi'r canlyniadau mewn fformat personol e.e. map meddwl, start llif, ffon symudol

Sut i ddefnyddio'r llyfryn

Mae'r awgrymiadau a'r syniadau yn y llyfryn hwn wedi eu haddasu neu greu er mwyn ymestyn dysgwyr unigol, er bydd y rhan fwyaf hefyd yn gweithio mewn sefyllfa grŵp. Mae yna 10 categori sy'n cynnig 10 awgrym gyda digon o lythrennedd digidol a sgiliau TG yn gymysg! Mae'r awgrymiadau yn addas i bob lefel ac yn syniadau neu'n broc i'r cof yn y bôn; bydd ymarferwyr yn gallu datblygu'r awgrym i mewn i dasg neu weithgaredd.

1. ADCDF
2. Aseiad Ymarferol
3. Cwestiynu
4. Cyflogadwyedd
5. Datblygiad Personol
6. Gwybodaeth Pwnc
7. Iaitn Gydraeg / Diwylliant
8. Lythrennedd
9. Rhifedd
10. Sgiliau Astudio

Mae'r opsiynau canlynol ar gael o dan bob categori:

Paratoi - Awgrymiadau sy'n addas pan fydd amser gennyf chi i drefnu o flaen llaw

Goyn - Awgrymiadau sy'n addas i ddysgwyr i ddatblygu eu gwaith neu sgiliau

Herio - Awgrymiadau i ymestyn dysgwyr i feddlw ac i weithredu

Annog - Awgrymiadau i ddefnyddio fel teclyn hyfforddi, i helpu rhoi cyngor ac arweiniad da i ddysgwyr.





Joanne Miles
Hyfforddwr Addysg, Ymgynghorydd a Hyfforddwr

Sicrhau'r dysgu gorau yw Ymestyn a Herio fel bod pawb yn gallu cyrraedd eu potensial. Mae'n ymwneud a datblygu eu sgiliau cyflogadwyedd a'u gallu i ddysgu'n annibynnol. Mae'n ymwneud ag ehangu eu sgiliau myfyrto fel y gallant barhau i ddysgu tu hwnt i'n cyrsiau, i mewn i fywyd yn hwyrach yn eu hoes. Gall hyn deimlo fel her fawr i ymarferwyr addysg oherwydd y llwyth gwaith a chynnwys bob cymhwyster. Mae'r llfyrn hwn yn llawn awgrymiadau ymarferol a syml ar sut i ymestyn dysgwyr yn unigol new mewn grwpiau a bydd o fudd i bob ymarferwr fel adnodd cynllunio ac fel rhywbeth i ddechrau trafodaeth ar ymarfer dysgu.

Rhagair Ymestyn a Herio





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! ymestyn a herio dysgwyr

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