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# Crynoldebau / abstracts

Dysgu o Bell Trwy Gyfrwng y Gymraeg/Welsh-Medium Distance Learning: Some Challenges and Solutions

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Bydd y cyflwyniad hwn yn trafod y Cynllun Dysgu o Bell (trwy gyfrwng y Gymraeg) y mae’n fwriad gan brifysgolion Aberystwyth a Bangor ei ddilysu yn ystod 2013-14 i’w lansio ym mis Medi 2014. Bydd y papur yn mynd i’r afael yn fras â thri maes: o ble daeth Dysgu o Bell trwy gyfrwng

y Gymraeg, beth yw Dysgu o Bell trwy gyfrwng y Gymraeg a sut mae Dysgu o Bell? Bydd yn esbonio’r cefndir ar gyfer y Cynllun newydd hwn (sydd dan nawdd y Coleg Cymraeg Cenedlaethol); yn crybwyll y cefndir mwy cyffredinol ar gyfer dysgu o bell; yn esbonio nod ac amcan y cydweithio sefydliadol; yn esbonio sut y bwriedir cynnig hyfforddiant i staff academaidd; yn amlinellu’r strwythurau ar gyfer

cefnogi dysgu o bell ar draws mwy nag un sefydliad; yn rhoi cipolwg ar gynnwys y tystysgrifau newydd a gynigir; ac yn cynnig pa feysydd a dulliau newydd y gellir eu datblygu at y dyfodol. I gloi, trafodir y dulliau marchnata a ddefnyddiwyd i hybu’r prosiect. This presentation will discuss the Distance Learning Plan (through the medium of Welsh) which Aberystwyth and Bangor universities intend to validate during 2013-14 for launch in September 2014. The paper will briefly address

three areas: what are the origins of distance learning

through the medium of Welsh, what is distance learning Supporting students with directed learning resources: advantages of private study Dr Hazel Davey, IBERS, Email: hlr@aber.ac.uk When teaching within the biological sciences the concepts often rely upon basic skills in mathematics and chemistry. However, our student intake includes students with good A’ levels in these subjects through to those who struggled with them at GCSE (or equivalents for students with alternative entry qualifications). Large class sizes and reticence of students to identify themselves as lacking abilities or confidence in these related subjects can lead to some students becoming lost if too much background knowledge is assumed or disengagement of others if too much time is spent rehearsing the basics. To overcome these problems self-study material has been developed and made available through Blackboard. This approach has been tested for the teaching and assessment of chemistry skills for first year students and directed study / self-assessment of data handling with third year students. Feedback from students has been excellent and they have identified advantages to this approach as including 1) the opportunity to make mistakes (and learn from them) in privacy, 2) the ability to work at their own pace at a convenient time, 3) additional support and explanation available via the discussion boards or email. With thought, this approach can provide tailored and timely feedback to enable students to improve their performance. Engaging students on study tours: some example activities Ian Keirle, IBERS, Email: ike@aber.ac.uk In some departments residential study tours and field trips form an important element of courses. Their role is to provide students with a concentrated study period that allows core concepts to be developed in the wider environment outside of the University. Such tours provide opportunities to engage and enthuse students and allow teaching and training to be carried out away from the usual lecture format. This presentation will highlight several examples of activities that have been developed by the tourism team for use on tourism study weeks in Snowdonia and Malta. The first example will show how getting students to record issues in the field using digital cameras can be used to illicit discussion when back in the classroom. The second example will demonstrate a role-play exercise using tourism leaflets to get students to understand tourism market segmentation. The final example will show how training students to use social science research methods such as questionnaires and then getting them to implement them in the field can develop more in students than just knowledge of social science research techniques!

through the medium of Welsh and how does one learn from a distance? It will explain the background for this new Scheme (under the auspices of Coleg Cymraeg Cenedlaethol); touch upon the more general background for distance learning; explain the aim and objective of the institutional collaboration; explain how it intends to offer training for academic staff; outline structures for supporting distance learning across more than one institution; provide an insight into the content of the proposed new certificates, and suggests which new areas and methods can be developed for the future. Finally, we will discuss the marketing methods used to promote the project.