Haniaethol:

**‘Ydyn nhw'n ymgysylltu?’ Defnyddio ein beirniadaeth academaidd i wella dysgu ein myfyrwyr.**

**Lin Norton (Athro Emerita), Prifysgol Hope Lerpwl.**

Yn ei chyflwyniad allweddol, bydd Lin yn trafod yr hyn mae Tight (2018) yn ei alw'n agwedd 'ymchwiliol' tuag at ymarfer dysgu ac addysgu. Bydd yn dadlau, waeth beth yw ein profiad, y gall beirniadaeth academaidd ein helpu ni i ganolbwyntio ar y cwestiwn canolog: sut mae gwella dysgu myfyrwyr? Gall beirniadaeth academaidd yn y cyd-destun hwn gynnwys llawer o brosesau gwahanol, er enghraifft defnyddio ymarfer myfyriol, bod yn rhan o gymuned ymarfer, neu ymgymryd â datblygiad proffesiynol parhaus mewn addysgeg; mae gan bob un eu gwendidau a'u cryfderau. Gan drafod yr ail rifyn o'i llyfr sydd ar y gweill, *‘Action Research in Teaching and Learning’*, bydd Lin yn edrych ar botensial (a pheryglon) ein hymchwiliadau addysgol. Bydd yn dadlau bod ymholiad sy'n canolbwyntio ar yr ymarferydd yn rhoi'r reolaeth i ni dros ein dysgu ni ein hunain am addysgu a dysgu. Mae'n mynd i'r afael ag anghenion ymarferol iawn ac mae'n cael ei wneud er mwyn datrys problem wirioneddol sy'n berthnasol i ni pan fyddwn ni'n cynnal yr ymchwiliad.

**Abstract:**

**‘Are they engaging?’ Using our academic criticality to enhance our students’ learning.**

**Lin Norton (Professor Emerita), Liverpool Hope University.**

In her keynote presentation, Lin will reflect on what Tight (2018) calls a ‘researcherly’ attitude to teaching and learning practice. She will argue that regardless of our experience, academic criticality can help us to focus on the central question: how can we improve student learning? Academic criticality in this context can include many different processes such as engaging with reflective practice, being involved in a community of practice, or undertaking pedagogical CPD; each of which has strengths and weaknesses. Drawing on the forthcoming second edition of her book *‘Action Research in Teaching and Learning,’* Lin will go on to explore the potential (and pitfalls) that our own pedagogical investigations can bring. She will argue that practitioner-focussed enquiry puts us in charge of our own learning about teaching and learning. It addresses very practical needs and it is done in order to address a real issue that is of relevance to us when we are undertaking the investigation.

**Reference:**

Tight, M (2018) Tracking the scholarship of teaching and learning. *Policy Reviews in Higher Education* 2, 1, 61-78