

# THE USE OF DISPLAYS

## 1 LET STUDENTS' WORK ADD COLOUR

- Walls painted in neutral colours create a sense of calmness and allow other features in the room to stand out.
- The human mind continuously strives to organize visual information. Too much colour, motion or pattern function as distracters, making visual search more difficult.
- A stressful learning environment will result from excessive use of colour.



### COLOR IN THE ENVIRONMENT SHOULD COME FROM STUDENT WORK

- Children's work usually shows to their best advantage against backgrounds that do not compete with the works.
- Brightly coloured borders or picture frames often detract from children's work. No backing paper or borders are therefore required on the display boards.

## 2 INVOLVE STUDENTS IN THE PROCESS

- Students feel appreciated and accomplished when their work is displayed in the learning environment.



### STUDENTS SHOULD BE PART OF THE DISPLAY SELECTION PROCESS

- It allows students to become more self-reflective of their work and develop a sense of pride of what they can create.
- Avoid making the classroom spaces cluttered, when there is too much work to focus on, the value of the work may feel diminished.

## 3 PLACEMENT OF ARTWORK IS KEY

- Large amounts of colour overstimulate individuals no matter the colour temperature or preference.
- Two colours maximum should be used for mounting, labelling, paper colour etc.



### CREATE A BALANCE BETWEEN EMPTY AND FILLED SPACES

- Empty space between each piece of work will allow viewers to see each work as a single entity as well as part of a larger group project.
- Space should be made so that text can be included with children's voices about their learning experience
- Use a limited colour palette for displays to ensure that the eye is drawn to the work not to the display materials

## 4 KEEP IT FRESH

- Learning and Thinking walls are an organic way of mapping the thinking and learning that has taken place – making it visible to everyone who spends time in any given learning environment.



### BUILD A CULTURE OF THINKING THROUGH DISPLAYS

- Change displays frequently to reflect the outcomes of the learning that has taken place.

## 5 THE BIG QUESTION

- Thinking and Learning walls will likely start with a 'Big Question'.
- Big Questions are constructive (building new understanding) or facilitative (promoting the learner's own understanding).



### A BIG QUESTION:

- Has no right or wrong answer - it is meant to be argued
- Is designed to provoke and sustain student inquiry
- Addresses the conceptual or philosophical foundations of a field of study
- Raises other important questions
- Naturally and appropriately recurs throughout a discipline
- Stimulates ongoing rethinking of big ideas, assumptions, and prior lessons