PLANIFICANDO Y DESARROLLANDO UN DISPLAY PARA PROMOVER UN APRENDIZAJE ACTIVO.
PLANNING AND DEVELOPING A DISPLAY TO PROMOTE ACTIVE LEARNING

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA
MENCIÓN DE LENGUA EXTRANJERA: INGLÉS

AUTOR: PABLO ANTOLÍN BLANCO

TUTORA: MARÍA DEL ROSARIO SANZ URBÓN

Palencia, 23 Junio 2018

RESUMEN

Una responsabilidad docente es crear un ambiente positivo de aprendizaje para que todos los alumnos sin excepción puedan progresar cómodamente. En este sentido, los displays son una herramienta educativa que pueden favorecer esta idea, ya que permiten fomentar numerosos tipos de aprendizajes. Sin embargo, llevar a cabo buenos displays que produzcan un impacto efectivo fuera del aula, no es una tarea sencilla. Los maestros y las maestras deben partir de un análisis de su propio contexto educativo para posteriormente diseñar y desarrollar una propuesta de display acorde a su realidad y objetivos docentes. Este TFG presenta una propuesta de display que se realizó en una escuela pública bilingüe incluida dentro del Programa Convenio del Ministerio de Educación - British Council. El desarrollo de esta propuesta generó conclusiones significativas relacionadas con el alcance pedagógico de los displays para promover un aprendizaje activo.

PALABRAS CLAVES: displays, escuela bilingüe, Programa Convenio del Ministerio de Educación - British Council, aprendizaje activo.

ABSTRACT

One teachers' responsibility is to create a positive learning environment, in which all the students feel comfortable and confident so that they can keep progressing. Without any doubt, can classroom displays be used as an educational tool to develop this idea because of the fact that they could promote different kinds of learnings. However, developing effective classroom displays is not an easy task. Teachers must be able to analyse their own context in order to design proficiently the most appropriate display which face their educational objectives. Namely, this study shows a display proposal which was done in a bilingual state school included in the MECD - British Council Programme. Its development helped to achieved significant conclusions about how displays can be used creatively in view of promoting active learning.

KEY WORDS: classroom displays, bilingual state school, MECD - British Council Programme, active learning.

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1. INTRODUCTION

In order to carry out this study, firstly the main objectives are presented in order to show the lines of investigation which are expected to be researched through the development of this proposal. Afterwards, this training teacher provides educational, legal and personal reasons with the purpose of justifying this work from different perspectives.

Then, the theoretical foundation supplies the necessary information in which this proposal acquires sense. This part of the study is divided in two sections: on the one hand, classroom displays are included in learning units which are based on linguistic theories. This corpus of knowledge needs to be explained in order to understand the theoretical framework which supports the display proposal. On the other hand, classroom displays have to be planned in detail; therefore, the second section of the theoretical foundation provides the procedure which guides the development of effective classroom displays.

After it, the methodology of this work is described to illustrate the school and human context which was taken into account by this training teacher to carry out the design proposal. This TFG presents an educational experience related to displays which was developed in a Spanish school which follows the MECD - British council programme. Namely, the display proposal included in this work was part of a unit about diaries in the subject of literacy which was carried out with two different year five groups.

Once the contextual framework was taken into consideration, a display design was proposed and developed in order to achieve a list of educational results. Some of these learning effects were expected but other ones were spontaneous. Afterwards, the scope of this study is analyzed so as to reflect on the opportunities and limitations which defined the development of this work.

Eventually, the final considerations of this study are presented with the purpose of facing the general objectives described at the beginning of the document. After it, the bibliographic section includes all the necessary references which were used to develop this study.

2. OBJECTIVES

As a future English Language teacher, the author of this present work aims to fulfil various professional objectives in order to achieve the necessary competences to carry out an efficient educational work.

Consequently, the present work purposes the following objectives:

- To study the importance of classroom displays as a tool to extend and celebrate children's learning and achievements, to stimulate and encourage children to interact with their environment as well as to inform the rest of the school community.

- To find out how displays can be introduced and adapted by the Training Teacher to his specific context during his internship.

- To design and create a display linked to the implemented unit in order to highlight children's achievements and to encourage interaction.

- To assess the Training Teacher's ability to convey ideas and concepts to elaborate attractive and effective displays.

- To reflect on how classroom displays can be implemented to promote active learning.

3. JUSTIFICATION

This training teacher has already got a previous degree as a Physical Education teacher which was an advantage in the learning process of becoming an English language teacher. Thanks to this fact, he had spent a year working as a Spanish language assistant in an American elementary school where displays attracted his attention due to their didactic potential. However, it was obvious that there was a lack of knowledge in this topic so this work was the opportunity to research on this new aspect which is one of the many distinguishing features of this degree as an English Language teacher.

3.1. EDUCATIONAL

One of the teachers' duties is to create a positive learning environment, in which all the students feel comfortable and confident so that they can keep progressing. On the one hand, displays can increase children's motivation due the fact that they promote interaction between school members. As Smawfield (2006), pointed out: "classroom displays are an important part of the development and setting of a positive learning environment. Not only do displays make classrooms brighter and more interesting they can have a direct impact on student learning and motivation" (p.1). On the other hand, class work acquires more value when it is shared with the rest of the educational community. Therefore, it is in this frame of work that displays achieve sense as motivational and interactive visuals which transmit meaningful information to all pupils among the different levels of school, among teachers, families, when attending meetings and interviews, and even visitors.

3.2. LEGAL

The Primary Education Degree's aim is to train professionals with the capacity to attend to the educative needs of primary education students and to create pedagogic proposals according to the current law in Spain. As a result, this work tries to achieve some objectives and competences of the Primary Education Degree from the University of Valladolid:

3.2.1. General objectives

- To recognize, plan, carry out and value proper learning-teaching processes.

- To interpret data from observations in educational contexts in order to value its relevance in learning processes.

- To reflect on the sense and objectives of Education.

- To initiate research activities and demonstrate an attitude of innovation and creativity.

- To be able to use efficient procedures to search for information resorting to both primary and secondary sources, including tools.

3.2.2. Specific competences

3.2.2.1. Basic training module

- To recognize, plan and develop teaching-learning practices that attend to the diversity of students.

- To know and apply innovative educational experiences in Primary Education.

- To dominate active and participatory methodologies with special emphasis on teamwork, a variety of resources, collaborative learning and appropriate use of space, time and groupings.

- To design and regulate learning spaces in contexts of diversity which attend gender equality, equity and respect for human rights.

3.2.2.2. Practicum and Final Degree Project module

- To apply processes of interaction and communication in the classroom. To dominate necessary social skills in order to promote a positive environment that facilitates learning and coexistence.

- To relate theory and practice to the reality of the classroom and the school.

- To participate in the teaching activity and to learn how to do, acting and reflecting from the practice, with the perspective of innovating and improving the teaching work.

3.2.2.3. Optional Module

- To achieve linguistic and socio-cultural knowledge of the foreign language.

- To carry out techniques of corporal expression, dramatization and communicative resources in the corresponding foreign language.

- To plan learning processes of a foreign language, selecting, conceiving and elaborating teaching strategies, types of activities and materials depending on the diversity of the students.

3. 3. PERSONAL

Thanks to the experience in the American school, the training teacher carried out some display to share in view of sharing diversity in cultures. In this context, it was evident how displays facilitated the communication and interaction among people from different nationalities. It was obvious how displays could enhanced a multi-cultural education. The way language teachers organised their classrooms helped students to access to several cultural manifestations. As a result, displays were the best way to develop one of the main objectives included in the Common European Framework working diversity as a tool for learning.

> That the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding (CEF, 2002, p.2).

Taking into account this fact, this work was the perfect chance to study the pedagogical potential of displays. As a consequence, a thorough research on displays was needed as well as an adaptation to implement the learning tool to the specific context.

4. THEORETICAL FOUNDATION

The display proposal included in this study was framed within a unit of the subject of literacy. As a result, this section needed to be divided in two parts: first of all, developing a literacy learning process about diaries is totally based on educational as well as linguistic theories. This theoretical knowledge lets create a coherent foundation which supports our work. Secondly, carrying out efficient displays in Primary Education implies following specific academic introductions so as to achieve amazing results.

4.1. EDUCATIONAL AND LINGUISTIC THEORIES

4.1.1. Natural approach

All the learning processes in the subject of literacy, as well as the unit included in this study, follow the theory of natural approach. According to Krashen and Terrell (1995):

> The central hypothesis of the theory is that language acquisition occurs in only one way: by understanding messages. We acquire language when we obtain comprehensible input, when we understand what we hear or read in another language. This means that acquisition is based primarily on what we hear and understand, not what we say. The goal, then, of elementary language classes, according to this view, is to supply comprehensible input, the crucial ingredient in language acquisition, and to bring the student to the point where he or she can understand language outside the classroom. When it happens, the acquirer can utilize the real world, as well as the classroom for progress (p.1).

In line with these authors, the natural approach is based on the following five simple principles (p. 58).

1. The general goal is the capacity to communicative with native speakers of the aimed language.
2. Comprehension goes before production because of the fact that communicative ability is based on acquired knowledge. Therefore, students have to learn to comprehend first.
3. As soon as the acquisition process progresses, speech and writing production emerges.

4. In order to develop communication skills, activities, which provide input for acquisition, have to fill most of the class time.

5. Improve motivation and self-confidence as well as lowing personal anxiety are key to success in order to acquire a second language.

4.1.2. Multiple intelligences

The theory of multiple intelligences was introduced in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It outlined that the tradition concept of intelligence based on the linguistic and logical-mathematical abilities was too limited due to the fact that human being posses more type of capacities. Since this theory came to light, the amount of human abilities has increased. Nowadays, there are nine intelligences and the chance of others might eventually extend the list. Therefore, lessons need to be presented in a wide variety of ways taking into account all kind of intelligences in order to supply an adapted educational response in which all children can be reinforced.

The display which is in this proposal was designed as compilation of a learning process in the subject of literacy. Through the development of the unit about diaries described in this study the following intelligences according to Gardner were considered:

o *Linguistic intelligence* to use a second language as a communicative tool through all the process being able to understand and express messages in English adequately.

o *Body-Kinaesthetic intelligence* to control one's body movements and to handle objects with dexterity.

o *Interpersonal intelligence* to detect and respond appropriately to the moods, motivations and desires of others through the development of group subtasks in which children learn how to accept their mate's opinions and recommendations.

o *Intrapersonal intelligence* to be self-aware and in accordance with internal feelings, values and thinking process according to the peer-assessment, the self-assessment and the teacher's.

4.1.3. Cognitivism

Learning theories are important for efficient teaching so as to clarify different aspect of the learning process. Although the range of learning theories can be organized in three main areas (behaviorism, cognitivism and constructivism), this proposal is within the spectrum of cognitivism.

According to Good and Brophy, Merriam, Caffarella and Simon (cited by Yilmaz 2011):

> The cognitive school views learning as an active process involving the acquisition or reorganization of the cognitive structures through which humans process and store information and the learner as an active participant in the process of knowledge acquisition and integration (p.205).

Cognitivism defines knowledge acquisition as a mental activity in which internal coding and structuring is involved by the learner (Derry, Spiro et al., 1992 quoted by Yilmaz, 2011, 205). Learning occurs adequately when it is related to human cognitive architecture (Sobel, 2001 cited by Yilmaz, 2011, 205).

The cognitive approach expects to make knowledge significant assisting students to organize and relate new information to previous leaning in memory and it is a theory which emphasizes more what learners know and how they achieve knowledge than what they truly do (Ertmer and Newby, 1993).

Namely, this project is based on Vygotsky's Social Cognitivism, cognitive apprenticeship and discovery learning as teaching methods which derived from this educational perspective.

4.1.4. Vygotsky's social cognitivism

Lev Vygotsky explained learning as a consequence of a dialogue among individuals and society. Children are able to develop language through interacting among peers and teachers who provide them assistance affecting the development of cognition (Foston, 1996).

This view of knowledge is in contrast with others dominant pedagogies in industrialized countries such as America or Japan which continue to be whole-class instruction. In this framework, knowledge comes out of social and cultural processes focusing on

individual attributes and its way to interact with others (Stoll and Tharp, 2002, p.181). In line with these authors, "in teaching/learning interactions, development and learning proceed best when assistance is provided that permits a learner to perform at a level higher than would be possible" (p.1). Vygotsky explained this principle as a *zone of proximal development* (ZPD). According to this author (1978) this concept is described as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.86).

As a result, teachers need to work as expert mates with the purpose of helping students in specific moments through the learning process. The ZPD allow educators to realise where teaching and learning are necessary. Following Tharp and Gallimore (cited by Stoll and Tharp, 2002):

> We can therefore derive this general definition of teaching: Teaching consists of assisting performance through the [Zone of Proximal Development (ZPD)]. Teaching can be said to occur when assistance is offered at points in the [zone] at which performance requires assistance (p.181).

Despite the elapse time, the Vygotsky's impact in education is strikingly new. New theorists have kept developing Vygotsky's ideas and they have realised that social organization of classrooms is significantly implicated in children's level of achievement (Stoll and Tharp, 2002, p.182). Consequently, in order to create learning environments whose social contexts could benefit all the students, classrooms need to be organized around these following five standards (Tharp, 2000):

o The first principle suggests the importance of producing joint products among teachers and students setting the time available for accomplish the final task. Team work is presented as an essential educational need in view of promoting interaction. As a result, teachers have to group their learners mixing academic abilities or interests. It is also significant to plan with them how to work in groups cooperatively and to change activities often such as from large group subtask to another one in small groups. Moreover, teachers must provide their learners with enough materials and they also have to support pupils' collaboration positively.

o The second principle states that "language proficiency in speaking, reading and writing is the key to academic achievement" (Stoll and Tharp, 2002, p.185). Developing language and literacy across the curriculum is a requirement for teachers in order to promote learning by interaction among/with students through informal social contexts. Teachers have to listen to students talking about common themes such as home and community encouraging comments among them. During these conversations, teachers have to regulate the communicative process by modeling, eliciting, probing, restating, clarifying, questioning and praising in order to develop purposeful spoken dialogues. In addition, in these informal talks in which teachers can know more about their students' lives, explicit connections between children language and literacy and academic contents have to be made. As a result, in relation to the first principle, joint activities provide incredible chances to carry out the development of the language because of the fact that interconnections of language, thinking, values, culture and dialogue help children's academic accomplishment and their affective development.

o The third principle recommends connecting school to students' lives to improve the learning process. In view of developing this standard, the design of instructional and significant activities need to be based on children's previous knowledge; students have to connect and apply learning to their own local context; families need to participate in classroom instructional activities and subtasks need to be vary from collective and cooperative to individual and competitive with the purpose of facing student's preferences.

o The fourth principle suggests that best is a consequence of a cognitive challenge tasks. In order to carry out this standard efficiently, teachers have to: insure that students achieve a mental image of the whole so as to understand the parts of the learning process; supply designs which advance progressively until more complex level; relate students' live experiences to the activity in order to assist understanding; provide clear feedbacks to learners comparing their result with the challenging standard.

o The fifth principle suggests that teaching through instructional conversation assists student to develop language. With the purpose of applying this standard, teachers have to carry out conversations which pursue a specific academic goal.

In these communicative processes, teachers need to guide conversations in order that all learners could participate assisting them by questioning, restating, modeling, etc. (Dalton, 1998 cited in Tharp, Estrada, Dalton and Yamauchi, 2000, p.20).

4.1.5. Cognitive apprenticeship

Cognitive apprenticeship is supposed to make thinking visible among teachers and students in a classroom context in which learning is completely situated. Learners are totally aware of the meaning of the learning process because of the fact that they have seen the expert's model of the finished product; as a result, they have understood the sense of the necessary steps which they must follow in view of completing the task. In addition, a cognitive apprenticeship implies that students can transfer knowledge once they have realised in which contexts skills are useful (Collins, Seely, Holum, 1991, p.3).

According to these authors, there are six teaching methods in order to carry out a cognitive apprenticeship:

> The first three (modeling, coaching and scaffolding) are the core of cognitive apprenticeship, designed to help students acquire an integrated set of skills through processes of observation and guided practice. The next two (articulation and reflection) are methods designed to help students both to focus their observations of experts problem solving and to gain conscious access to their own problems solving strategies. The final method exploration is aimed at encouraging learner autonomy, not only in carrying out expert problem solving processes but also in defining or formulation the problem to be solved (p.13).

The first three methods are directly related to the design proposal presented in this work. In line with the previous authors:

Modeling suggests that teachers have to show the students a finished task product in order that they could achieve a conceptual model of the process to accomplish it.

Coaching recommends giving students all the necessary assistance with the purpose of completing the task successfully. This method consists of observing learners while they are developing the task in view of providing them scaffolding, modeling or reminders.

Scaffolding "refers to the support the teacher provides to help the student carry out the task" (p.14). When scaffolding is supplied by educators, it implies to provide help in those parts of the learning process which students cannot manage.

The unit described in this work illustrates adequately this three cognitive steps. Firstly, a diary model is provided to students in order to show a clear picture of the final task; secondly, teaching assistance is given to learners through the development of group subtasks; thirdly, the learning process was divided in different small phases with the purpose of learning the diverse parts of a diary progressively until children's final tasks were done and ready to be placed on a display.

4.1.6. Discovery learning

Ormrod (1995) explained discovery learning as "an approach to instruction through which students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments" (p. 442). Discovery learning happens when teachers provide all the necessary tools in order that students could discovery by themselves what they want to learn (Baro, 2011, p.5).

According to Gillani (cited by Yilmaz, 2003):

> They way students manipulate and process information is more important than the outcome or the product students produce, such as finding a specific answer to the question. Implementing discovery learning involves identifying a problem, formulating a hypothesis, gathering and analyzing data, and making a conclusion (p.210).

Therefore, learners acquire responsibility for their own learning finding concepts by themselves rather than being told by the educator. As a result, knowledge stays solidly in memory and it can be activated easily later if it is needed (Ormrod, 1995)

Jansen and Culpepper (cited by Yilmaz, 2003, p.210) suggested some questions so as to developed discovery learning projects:

- o What needs to be done?
- o What can I use to find what I need;
- o Where can I find what I need?
- o What information can I use?
- o How can I put my information together?

- How can I know if I did my job well?

The display included in this proposal recapitulated students' final tasks from a learning process based on this theory. Throughout the development of it, children followed the next procedure based on Jansen and Culpepper' questions:

- First of all, they had to realise what they needed. Namely, as soon as the unit was introduced, an expert massive model of the final task was provided in view of showing the final target of the unit: *Children will be able to write a diary.*

- Secondly, they had to find resources so as to find what was required. Specifically, the pages of the diary model were analyzed by groups with the purpose of working the text level. Children read and commented diverse diaries which express emotion in order to elaborate a definition of diary.

- Thirdly, children had to recognize necessary information so as to start writing diaries. In other words, analyzing different diary extracts children were able to detect parts of a diary: title, date, first person, past tense, emotions, link words, pictures, drawings, farewells.

- Once the diary elements were discovered by students, the sentence level could be worked. As a result, different subtasks were developed in order that learners could create knowledge related to punctuation, nouns and pronouns, adjectives, adverbs, verbs and connectives.

- Afterwards, both groups were coached by this training teacher who helped them to put all this information together in order to start writing the final task. Consequently, learners began to develop the word level in which dictionaries were handled, new vocabulary was created and spelling was checked with the purpose of making diaries as good as possible.

- The last step was related to supply tools which clarified the quality of children's works. As a consequence, different evaluating strategies such as *critiquing*, *evaluating peer-work*, *self assessing* and *self questioning* were developed throughout the unit.

In addition, these evaluating strategies are related to the idea of developing reflective learners who are able to acquire specific metacognitive strategies of self-regulation, managing, reflection and thinking.

4.2. DISPLAY THEORY

4.2.1. Definition of educational display

According to Oregon State University (2009):

> A display is a visual presentation of information which is concentrated on one central idea or concept. (…) A good display will catch the viewer's attention, arouse interest, stimulate thought, and motivate the viewer to learn more about the subject (p.1).

Bergeson (2015) affirms that:

> An educational display stimulates thought, teaches facts or shows a process. It may result in action on the reader's part: Displays should make people stop, read, and remember. An educational display can take the form of a poster, a tabletop display, a mobile, or a large display (p.1).

Therefore, school displays can be understood as a educational tool which can be used for many pedagogical purposes. Within all the objectives which can be associated with school displays (Thorn, 2010), in particular, the displays which define this project are related to:

- o Record and share pupil and class progress in which all children's works are showed without exclusion if they have made effort.
- o Create a stimulating and quality environment in order to develop a learning space which makes children more likely to want to learn.
- o Use displays as a tool to learn in view of encouraging children to interact with their environment promoting active learning.
- o Involve students in the development of creating a display with the purpose of increasing children's sense of ownership and pride in it.
- o Apply design guidelines to build an effective, colourful, attractive and engaging display.
- o Develop a display as a consequence of a learning process in which children recognise the purpose of their work.

In line with Bergeson (2015), knowledge about the topic and an accurate planning will be required in order to elaborate an effective and creative display. Therefore, the development of displays has to be guided by a list of steps. As it can be checked in the

design section, this project includes a display experience which is based on the following procedure.

4.2.2. Procedure to plan and develop educational displays

Step 1: Choosing the correct type of display

In line with Yelarbon State School (2017), there can be different kinds of displays depending on the school context. These are some examples of displays which can be found at schools:

- *School wide expectations*: each school has wide expectations which must be acquired by their students. These educational aspirations could be displayed in each classroom space through the use of posters.

- *You can do it key/posters:* in agreement with the school culture, there could be displays which expected to carry out social-emotional purposes. Let's say that inspirational quotes that support keys to success such as confidence, getting along, organization, resilience or persistence could be displayed around the classroom in isolated posters.

- *Weekly/Daily Timetable* is a kind of display which is used to plan and prepare students for their day.

- *High quality student work*: they are posters which illustrate best children's works. They are placed on a special display area in order to give pride to the pupil.

- *Anchor charts from lessons*: they stand out or describe procedures, processes and strategies on a particular topic and are posted in the classroom for reference by students. In addition, they are made with students and they can be used to register children's suggestion.

- *Bookwork/Presentation guidelines* are types of displays which show students their expectations in view of developing works.

- *Student Attendance Chart and Does Attendance Really Matter? Poster* which are used to record students' attendance.

- *Explicit Teaching Lesson Structure poster/s*: they are used to guide students' learning process and they must be personalised by teachers depending on the context. Let's say that explicit teaching lesson structure posters could be named

WALT, WILF or TIB which really means: '*We are learning to', 'What I am looking for' and 'This is because'.*

o *Data walls and individual Goals:* they are charts or posters which serve to ensure that goals and progress are transparent for everybody. They help students to develop intrinsic desires to achieve school targets.

Nevertheless, teachers can invent and name their own kinds of displays taking into account their personal educational realities and necessities.

Furthermore, although there are different kind of displays and display formats, the author must choose reflectively one which exemplifies the topic and the display targets suitably. Let's say that a poster is more appropriate to illustrate a short educational message than a chart, which could be used to examine the parts of something. In short, choosing the right format will allow achieving a better result.

Step 2: The display of pupils' work

Choosing the correct type of display implies also to decide if children are going to participate through the process. As it can be seen in the design section, the display proposal presented in this work was a project in which students were involved. According to Smawfield (2006, p. 4), the display of pupils' work requires special consideration due to the following pedagogical reasons:

o It is a powerful way of demonstrating students that their work is valued

o It creates a sense of achievement because effort is recognised; as a result, they feel more motivated.

o It let create inclusive displays in which any students feel excluded because their work is not displayed.

o Students can appreciate other classmates' projects and they can take ideas for future projects.

o A sense of ownership and pride in the display is created.

o Displays in which children are involved favour cooperative work.

Step 3: Choosing the display surface

In accordance with the last cited author, even though displays are usually placed on classroom notice boards, other school superficies can also be used in order to acquire more creative effects. All the following are possible display surfaces:

- o   Walls
- o   Windows
- o   The ceiling
- o   The floor
- o   Windowsills
- o   Shelves
- o   Cupboard tops
- o   Backs/sides of cupboards
- o   Backs of bookcases
- o   Tables
- o   Boxes
- o   Chests
- o   String washing
- o   Display stands

Step 4: Choosing the place where displays can be made

In line with the idea of displaying pupils' works, it is necessary to think carefully the area where a display can be made in order to promote children's motivation. All the following are possible places where displays can be made with the purpose of giving praise and credit to students:

- o   Corridors
- o   Verandas
- o   Stair cases
- o   The reception area
- o   The school library
- o   The school dining area
- o   The staff room
- o   The head teacher/principal's room
- o   Another school

o   Some other public place

o   It may be benefit for students if their display is published in a local newspaper or in the school web page.

Step 5: Choosing a topic

An educational subject, which is not related to any religious or political view, needs to be selected. In addition, this subject has to be summarized into a short and simple title which must encourage the viewer to read more.

Moreover, the display's author should pick a topic in which is interested with the purpose of providing a significant and rewarding amount of effort.

This topic must be specific enough so that the audience can learn about it rapidly. The amount of information which is provided by the display needs to be close in order not to leave any important fact.

In addition, display subjects must be in accordance with the audience's level; therefore, the author has to adjust the topic as much as possible to transmit adequately the message in order that the public could understand it correctly. This message must be accurate in view of achieving the best result.

In relation to this last idea, if the display is aimed at a young public, more hands-on learning is suggested. The display has to supply specific instructions to the audience so as to make it interactive. Furthermore, these instructions to perform have to be written in simple sentences.

Step 6: Choosing the type of text

Displays include text which has to transmit a main idea following an accurate presentation. On the one hand, the display text must be in accordance with the author's learning objective. In other words, it must be clear what the public is expected to learn from the display text. On the other hand, this message must be organized into subheading which can be placed on diverse parts of the display. In addition, as well as the title, the text must be kept simple and short.

Legibility is the key to transmit the display message properly. Therefore, with the purpose of achieving a consistent visual effect should texts have the same font, size and

style. Namely, all the text must be written in the same font style. More than one font style in the same display may be confusing and the message could be misunderstood.

If titles and labels are prepared by computer, the audience's age has to be taken into consideration in view of choosing the appropriate kind of font. According to Smawfield (2006) "Comic Sans MS is better for young children than Arial" (p.9).

Other fancy or decorative letters can only be used in order to highlight a specific part of the display such as the title. In addition, although enough space between is necessary, unconnected letters need to be avoided in view of making the display readable.

Step 7: Choosing the type of visuals

Visuals are elements such as photographs, drawings, clip arts and cartoons which help to make the display more attractive and interesting.

For safety reasons, the following possible visuals are not allowed as visuals.

- o Living organisms (plants or animals)
- o Any liquids
- o Aerosol bottles or other pressurized gases
- o Glass
- o Hazardous substances
- o Sharp items (such as knives or scissors)

Step 8: Elements and Principles of Design

In order to develop a great display, the following elements of design have to be taken into account.

- **Flow/Focus**

A good display needs to have a central area which must catch the viewer's attention. Public usually read from the top to the bottom or from left to right, consequently, this fact must be taken into account in order that the message could flow in a logical order and the information of the display can be transmitted properly.

Once the central area is created, other subareas can be produced. In short, the audience has to be able to move comfortably from one heading to the next one. Therefore,

visuals, informative posters, arrows or other display design components need to organize adequately the public's reading.

- **Space**

A well-designed display needs a lot of open space among its elements. There must be approximately five centimeters on all edges and enough space between visuals and text. As a result, if a display is provided by components which are satisfactorily organized through the space, an uniform display will be created.

Moreover, a display which is uniform shows also unity and balance. On the one hand, unity means all the parts belong to the same whole. On the other hand, balance signifies all the elements are regularly distributed across the entire space. Moreover, frames helps to supply more unity and balance. If these concepts are taken into consideration, without doubt, will an appealing display be done.

With the purpose of developing a display which is uniform and has unity and balance, the same header, font style and color pattern have to be respected through all the composition.

In addition, display elements should follow a line of symmetry which organize them attractively across the entire display. Symmetrical arrangements are often efficient in order to provide visual impact. The following pictures supply a few examples:
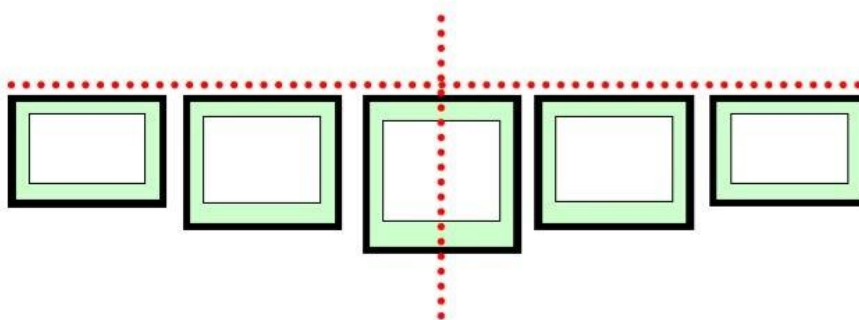
Figure 1. This display organization shows a top edge with a vertical line of symmetry on which display elements could be aligned. Source: Smawfield (2006, p. 12)
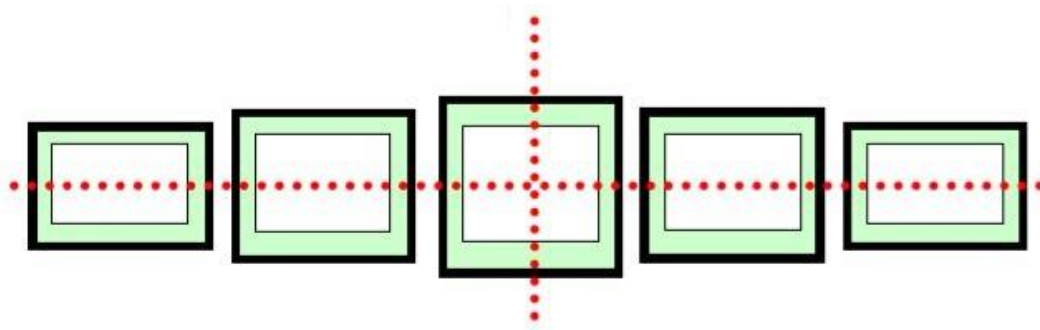
Figure 2. In this case, a vertical and a horizontal line of symmetry make the display up. Source: Smawfield (2006, p. 12)
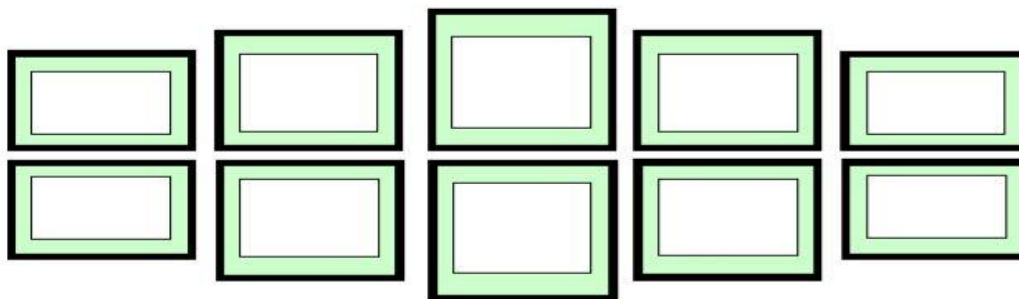

Figure 3. Display can also be organized follow another symmetrical organization as this one. Source: Smawfield (2006, p. 12)

- **Colour**

The colours, which define a display, are one of the most essential designed components due to the fact that they can emphasize important points, add interest, attract viewer's attention and produce an emotional response.

The information which is placed on the display could be sourced and excellent organized, nevertheless, it might not have the desired effect in the public because of its poor colour scheme. As a result, in order to achieve a great visual effect, the colour designed has to be thoughtfully planned.

First of all, backgrounds should to be made by soft or solid colours. Let's say that a suitable background colour could be white or black, whereas bright intense colours are more recommended for small areas or to stand out specific points.

Secondly, it is not suggested using more than one colour pattern per display. Namely, experts would rather apply one colour across the entire composition following the theme of the display topic. In order to illustrate this idea, the first display proposal of this project follows a colourful schema because of the fact that it was related to students' diary covers which had the same colour pattern than the display.

Thirdly, colour designs need to show harmony or contrast. As a result, in view of creating a pleasing display to the eye, the colour design process has to be guided by a colour wheel. This resource is a useful reference tool for elaborating colour schemes.
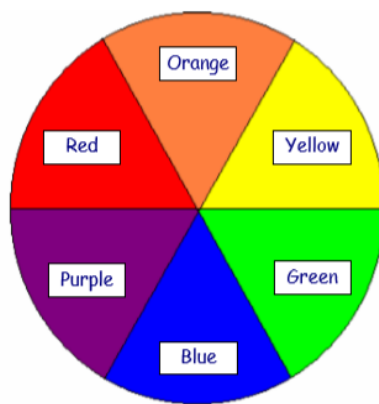

Figure 4. Colour wheel
Source: Smawfield (2006, p. 11)

Using a colour wheel through a display development, a variety list of combinations can be suggested. In accordance with Oregon State University (2009, p.7), the following table shows thirty possible colour alternatives:

Table 1

Examples of possible colour alternatives

1. Black on yellow	16. Navy blue on orange
2. Black on orange	17. Yellow on black
3. Yellow-orange on navy blue	18. Scarlet-red on yellow
4. Green on white	19. Yellow on navy blue
5. Scarlet-red on white	20. Purple on yellow

6. Black on white	21. Purple on orange
7. Navy blue on white	22. White on emerald green
8. White on navy blue	23. Green on yellow
9. Yellow-orange on black	24. Scarlet-red on orange
10. White on black	25. Emerald green on white
11. White on green	26. Yellow on purple
12-White on scarlet-red	27. Orange on purple
13. White on purple	28. Green on orange
14. Purple on white	29. Green on yellow
15. Navy blue on yellow	30. Orange on yellow

In addition, displays can concretely be based on three different colour designs:

- o Monochromatic: monochromatic displays are based on one colour which can change in intensity and value (lightness or darkness).
- o Analogous: analogous displays are based on colours which are next to each other on the colour wheel. These types of designs transmit harmony.
- o Complementary: complementary displays are based on colours which are directly opposite each other on the colour wheel. These kinds of compositions show contrast. Namely, the first display proposal of this document follows a complementary colour design.

- **Creativity**

Despite the fact that this step is placed nearly at the end of the planning process, creativity is a component which accompanied the procedure throughout all its development.

Personal talents ought to be involved through the elaboration process in order to carry out original displays. Creativity is the key to make unique displays which can produce outstanding effects.

The following are some ideas to develop creative displays:

- o Workmates can help participating in a brainstorming in order to make the display brighter.
- o Titles can be made in different shapes and using varied textures such as grass or rope.
- o The space can be taken up in all its dimensions in view of making three dimensional displays which can originate incredible visual effects.
- o Interactive activities, in which public have the opportunity to answer questions or to hang display elements, may be included.
- o Visuals could be dynamic instead of static. Namely, visuals which include movement make attractive displays for viewers.
- o Students can bring pictures and personal objects which can be placed on the display.
- o Visit other schools and classrooms helps teachers to gain new display ideas.
- o Search bibliography in which other authors showed creative displays. For instance, Liz Webster and Sue Reed in *Hand on a School Year* (2013) provide a wide range of excellent display examples; in addition, web sites such as *Pinterest* or *Instagram* can supply amazing ideas too.

With the purpose of making an original display, this training teacher carried creative decisions which took place in different moments of the display development.

Step 8: Assemblage

Once previous elements and decisions are taken into account, all the design elements are brought together in order to build the display up.

In this final step, all the display parts need to be firmly attached to the background through materials such as tape, glue and rubber cement. In consonance with the previous cited author, materials which can deteriorate walls such as blue tack are not recommended. Independently of what material is used to affix the background, these attached items should not distract from the display.

Experts recommend changing displays regularly in view of preserving public's interest. Moreover, maintenance is important in order to keep display bright and undamaged.

To sum up, the amount of effort given by the display's author is the key to develop amazing final products. Displays have to be a consequence of enjoyable processes which need to be shared with others once the process is finally done (Oregon State University 2009, p.9).

Step 9: Using displays as an educational tool

According to Smawfield (2006, p.3), some of the reasons for making displays in Primary Education are the following:

- Displays can make the classroom a brighter and more interesting and stimulating place. They can have a direct impact on pupil motivation and on pupil learning.
- Displays can help to make the teacher more effective.
- Display materials can include supplementary teaching aids which enrich and reinforce what is being taught, helping to bring the subject to life.
- Displays can acquire the form of reference material to support students' learning.
- Display material can provide information that it is important for students to memorise.
- Displays can set the scene for a new teaching topic. Teachers can put some absorbing material on display to encourage pupil interest in a topic that is going to be learnt.
- Displays can report and record class progress.
- Displays can show some ongoing work.
- Displays can stimulate and create pupil interest.
- Displays can be used to promote class management.
- Displays can communicate to other what the class is doing.

5. METHODOLOGY AND DESIGN

5.1. SCHOOL CONTEXT

The school where this work is based on is defined by the following basic targets:

- o To develop an inclusive culture in which everybody can be valued in order that they could reach greatest achievements.
- o To promote all the key competences.
- o To create a positive learning environment in the school community in which teachers show proactive attitudes.
- o To make students aware of the importance of interest, effort and responsibilities as key to success in order to achieve high expectations.
- o To foment ICT and permanent teacher training in view of offering a quality education.
- o To consolidate the Common European Framework, the intercultural education, the emotional education and the innovation by creating links with scientific institutions and European schools.
- o To involve families in the learning process.
- o To assist families through the early arrivers programme, the dining room service, and extracurricular activities.
- o To compensate inequalities by providing scholarships and grants.
- o To promote cooperative relationships with immediate surroundings.

5.2. THE MECD - BRITISH COUNCIL PROGRAMME

In 1996, The Ministry of Education and the British Council signed a convention with the purpose of developing a bilingual curriculum in Spanish state primary schools. With this project, two different languages and cultures were expected to be integrated in the curriculum in view of offering students a bilingual education since the age of three.

Despite the fact that this experience started in 43 schools, in 2013 a formal collaborating agreement was signed in order to increase the level of school participation in this Project. Nowadays, 87 infant and primary schools and 57 secondary schools are included in this programme. In addition to these agreements, 19 infant and primary schools and 18 secondary schools have been added by the Castilla y León Education Council.

These are the basic targets of the Bilingual Programme (BP henceforth):

o Promote the acquisition and learning of both languages through an integrated curriculum based on the contents.
o Make students conscious about the diversity of both cultures.
o Facilitate exchanges among teachers and students.
o Promote the use of technologies for the learning of foreign languages.

The BP has different connotations to other bilingual programmes developed by diverse Autonomous regions. These are its key characteristics:

o It works just in state schools and it starts at the age of three.
o This school is based on an integrated approach in which all the groups receive the same bilingual education.
o It is based on the *Spanish-English Infants Integrated Curriculum (2013),* the *Guidance for the development of a Spanish-English Primary Integrated Curriculum (2012)* and the *Spanish/English Primary integrated curriculum. Language and Literacy (2015).*
o This programme dedicates a significant percentage of the curricular time in teaching English. Approximately, among ten and eleven sessions are carried out per week.
o Early literary skills are introduced by this programme with the purpose of complementing oral comprehension skills, promoting an adequate linguistic competence.
o Students face the target of learning English at the same time they are learning contents of essential subjects which are included in the Primary Curriculum.
o The teaching staff of the school is complemented with linguistic counselors who can never be tutors. In Primary Education they work in teams along with the English Language teachers, and on some occasions they deal with the group on their own or as a part of it.
o This programme is based on a methodology called *Content and Language Integrated Learning (CLIL).*

5.2. THE GROUPS

This proposal is aimed to two different year five's groups for the subject of literacy. There are four literacy sessions per week. The following table shows the distribution of sessions per week for both groups.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9,00 to 10,00					
10,00 to 11,00	LITERACY 5A *SHOW AND TELL DAY*				
11,00 to 12,30	LITERACY 5B *SHOW AND TELL DAY*	LITERACY 5B	LITERACY 5A		LITERACY 5A
12,30 to 13,15				LITERACY 5B	LITERACY 5B
13,15 to 14,00				LITERACY 5A	

As it can be observed in this chart, although Y5A had 3 hours and 45 minutes of literacy peer week, Y5B had 3 hours and 30 minutes. Due to the fact that every Monday children had to do show and tells, there were 2h and 45 minutes with 5A and 2h and 30 minutes with 5B per week in order to develop the unit.

5.4. GROUPS' GENERAL FEATURES

These are 5A's general features as a group:

o Age: children are 10-11 years old.
o Number of students: 20 students.
o Level of participation: It is a quiet group which does not participate very much. Sometimes, it is hard to make them to interact because they prefer receiving answers. They also show little curiosity. However, it is a really competitive group who enjoys a lot tasks in which there are winners at the end. Although there are some students who carry out tasks in class independently, most of them have a lot of support at home preferring doing homework with their parents. In short, they are self-sufficient.
o Relationships: When they work in groups, there are clear differences among some children. Despite the fact that there are two groups who do not usually

respect their own roles in order to do the task, the rest of them are able to work cooperatively.

- o Learning: They need to be supported. Although there are some students in the third band of attainment, most of them are in the second band. In addition, there are four students who are usually in the first band.
- o Specific cases: There is an ethnic minority student who has a dysfunctional family. This student does not also shows very little interest for learning.

These are 5B's general features as a group:

- o Age: children are 10-11 years old.
- o Number of students: 23 students.
- o Level of participation: This group enjoy interacting which makes it difficult to keep them in silence.
- o Relationships: They enjoy working in teams. Most of the groups take into account internal roles in order to do a task.
- o Learning: they show good skills and they are independent learners.
- o Specific cases: On the one hand, there is a student who suffers autism. This student has a curricular adaptation. This pupil is integrated in class but doing other kinds of activities with a supporting teacher.

5.5. LITERACY

This proposal is linked with literacy subject. According to the curriculum, this subject is different from other bilingual programmes:

Literacy is much more than just the teaching of the mechanics of reading. Literacy involves the all skills of language: listening, understanding, speaking, reading and writing/composition. A balance of these provides the child with a greater chance of survival in English and encourages self-esteem, self-identity and emotional development. Literacy enables access to both fiction and nonfiction materials that will shape and develop the child intellectually. In addition, bi-literacy gives children access to different social and cultural worlds. Furthermore, as children become more confident and literate, their knowledge of, and control over the language become more individual and personalized (Spanish/English Primary integrated curriculum; Language and Literacy, 2015, p.13).

To ensure students are developing reading and writing skills, children need:

- o To be exposed to a variety of text types for different purposes.
- o To be given opportunities in guided reading analyses and identify the purpose of a text, to recognize the key features.
- o To be provided with the tools to develop creative text for a specific purpose.

These three steps organise literacy learning processes in this school context.

Literacy targets included in the BP curriculum are structured in three levels. These are the specific ones for year 5 level at which this study is aimed:

- o In Text Level, children work progressively with a wide range of fiction and nonfiction texts. There is an assortment of texts which can be worked by students. Their main purpose is to entertain, to express, to persuade, to explain, to instruct, to recount or to inform.
- o In Sentence Level, children start studying grammar structures which have been worked in previous years unconsciously. As a consequence, students begin to be aware of them showing greater knowledge and command of the language. After a type of text has been introduced, pupils learn linguistic aspects related to punctuation, nouns, pronouns, adjectives, adverbs, verbs, questions, negatives, connectives and sentence openers.
- o In Word Level, children start to use dictionaries in order to improve their own writing. They begin to create glossaries, to build words from other words and to pay attention to the spelling and pronunciation.

As a result, this work is defined by a specific methodology in which targets are not developed in isolation. Language and literacy are learnt through a natural and progressive process due to text, sentence and word levels are interlinked.

5.6. THE UNIT: A PERSONAL DIARY

The display included in this proposal belonged to a literacy unit about diaries which took place from April 23th to May 16th. It was designed as a recapitulation of a learning process which expected to achieve the following learning objectives:

In text level, children will be able to:

  o Read diary entries which express emotion. For example, "The Diary of Anne Frank".

In sentence level, children will be able to:

  o Identify different parts of speech in sentences from a reading text: nouns, pronouns, adjectives, verbs and prepositions.

  o Recognise and use possessive adjectives (my, our) with accuracy.

  o Use adverbs and time phrases in guided writing to indicate the passing of time (the next day).

  o Use right tenses independently and consistently according to what is expected.

  o Be able to apply rules for regular irregular verbs in past tense.

  o Create complex sentences by using a range of connectives: after, then, because, later. Alternatively, use time words and phrases to sequence events: in the morning, in the afternoon, at night.

In word level, children will be able to:

  o Use dictionaries to check spellings and find definitions to words.

  o Select from a given list the correct adjectives to describe speaking and writing.

  o Apply personal pronouns (I, we) and possessive pronouns (my, our) accurately.

  o Revise regular past tense suffix.

  o Classify irregular verbs in past tense according to a similar pattern (suffix).

5.7. DISPLAY DESIGN

5.7.1. General objectives, resources and materials.

The following display design was included in a literacy unit about diaries and it was expected to achieve these basic targets:

1. To report, record and share the work which was undertaken in class through the development of a literacy unit about diaries.

2. To enrich and reinforce what was being taught in class.

3. To stimulate and create pupil's interest encouraging them to read and to handle display components.

4. To motivate and recognize students' effort creating a sense of ownership and pride in the display.

5. To encourage interaction among students of the same level, different level, teachers and parents.
6. To use the display as an educational tool to carry out a peer assessment, a self assessment and a teacher assessment.

In order to develop this display design, the following resources and materials were needed:

o Bulletin board
o Table
o Cardboards of different colours.
o Black lining paper
o Laminator
o Photocopier
o Ballot Box
o Ballots
o Clothes pegs
o Tape
o Sellotape
o Stapler

In line with the theoretical foundation, an accurate planning was required in order to elaborate an effective and creative display which could meet previous basic targets. As a result, a procedure made by eight different steps was begun in view of building the display up:

5.7.2. Step1: Choosing the correct type of display

A *book/work presentation guideline* was selected as an appropriate type of display for this design due to the fact that it was going to show final students' works as well as the standards which guided the learning process. Likewise, this display design can be considered as a poster because of the same reason.

In addition, it was a project in which students were involved in order that they could be valued afterwards feeling more motivated.

With the purpose of making an original display, a brainstorming was done in view of achieving different drafts before starting building the display up. In line with theory, some displays from the Internet were selected in order to start making a personal one. Particularly, the following display was chosen as a model because of the fact that it included clothes pegs as a mechanism to hold possible works.

Figure 5 Display example in Pinterest.

Source: http://sparkingthemind.blo gspot.com/2015/01/monda y-made-it-easy-display-wall.html

5.7.3. Step 2: Choosing the display surface

A large bulletin board and a table were chosen as adequate surfaces so as to support future display components.

5.7.4. Step 3: Choosing the correct place to build the display up

Due to the fact that a spacious area was needed to start setting the display, those available school spaces were analyzed in order to start working. As a result, the entrance of year 5's and 6's floor was chosen as the best option because it was an open area which could have a direct impact on the audience.
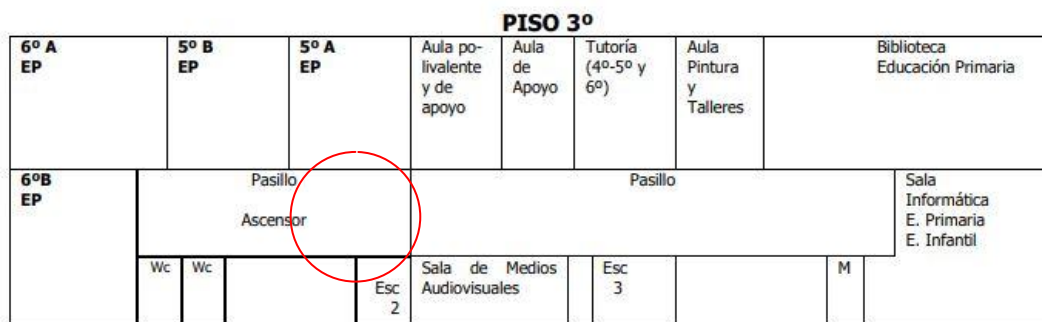
PISO 3º

6º A EP	5º B EP	5º A EP	Aula po-livalente y de apoyo	Aula de Apoyo	Tutoría (4º-5º y 6º)	Aula Pintura y Talleres	Biblioteca Educación Primaria
6ºB EP	Pasillo / Ascensor				Pasillo		Sala Informática E. Primaria E. Infantil
	Wc	Wc	Esc 2	Sala de Medios Audiovisuales	Esc 3	M	

Figure 6: School map which shows the place in which the display was set.

5.7.5. Step 4: Choosing the topic of the display

The topic for this display design was personal diaries. This theme was the next type of text which children were learning, however, it was also an appropriate display topic because it could motivate students. Diaries are interesting readings which tell personal experiences, therefore, making a display related to this theme may attract mates' attention who would like to take a look at what other classmates have written.

Moreover, this topic was specific enough so the public could learn about it easily. The parts of a diary (title, date, first person, temporal links, past tense, picture, farewell and feelings) could be presented as informative labels in view of showing rapidly the specific information to enrich and reinforce these contents.

5.7.6. Step 5: Choosing the type of text and visuals

First of all, the title of the display has to be short and simple, as a result, *our diaries* was selected as an appropriate one because it transmitted adequately the display topic. Moreover, it was also necessary to communicate more information related to the topic such as display components and an informative section about Anna Frank. Consequently, these messages were organised on subheading across the display.

On the one hand, informative labels were made by computer in order to show the main elements of a diary. They were placed on the top of the bulletin board. On the other hand, informational posters and pictures about Anne Frank were pasted on the right side of the display with the purpose of including a history section about famous diary facts. In addition, three visuals related to this famous woman were located to accompany this section. Using these pictures was also a strategy to make the display more attractive and to transmit the message through another communicative channel.

5.7.7. Step 6: Choosing principle elements of design

- **Flow/Focus**

A central section was created in order to accomplish objective number 1 – to report, record and share the work which was undertaken in class through the development of a literacy unit about diaries. As a result, most of the bulletin board was aimed to show future children's diaries.

Taking into account that people usually read from the top to the bottom, the informative labels about the parts of a diary were placed on the top of the display and below them children put diary examples of that specific diary part. However, another common way of reading by audience is from left to right, for this reason, the area of the bulletin board which was used to place the diaries was the left side and the central part.

As a consequence, the right side of the display was available to produce other subareas such as Anne Frank informative section and new interactive activities. This organization was developed to let the display messages flow in a logical order clarifying the main area from other subareas.

- **Space**

In line with the last idea, creating a central section with a title and other subareas provided unity to the display because all the parts belonged to the same whole: the information included in the display was under the topic of diaries and it was organized in headings and subheadings. Moreover, the display was bordered with a frame in order to emphasise this idea of unity. In addition, across the space it supplied balance thanks to a regular distribution of elements.

As it is explained in the theoretical part of this study, unity and balance are two essential concepts in efficient displays. Similarly, in this particular design, these two ideas were helped by a line of symmetry which allow the students' diaries be organised in an orderly manner. Namely, each learner's diary was placed on a coloured cardboard based on the following line of symmetry:
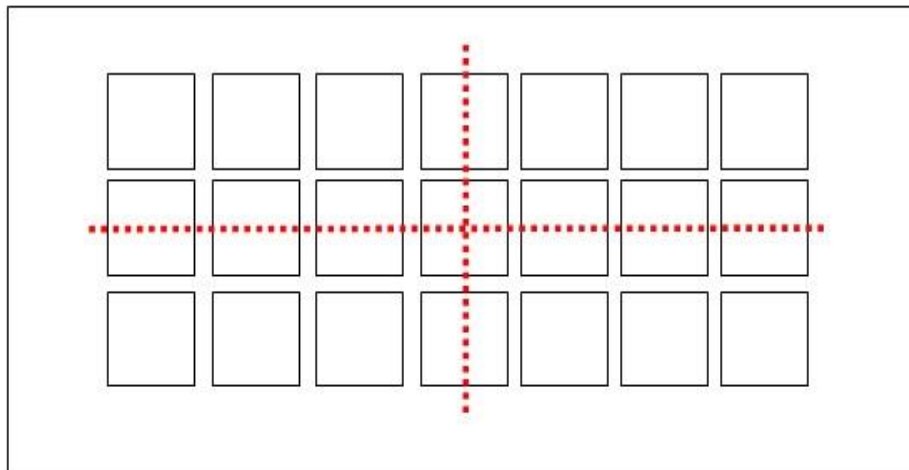
Figure 7. Example of a line of symmetry in a display.

As it can be appreciated in the picture, cardboards were classified in columns following a specific vertical and horizontal order which provided a suitable visual organization

- **Colours**

Display colours are an essential aspect to attract children's attention. In view of producing a colourful impact, the background was black and the cardboards followed the next colour scheme: red, pink, orange, yellow, green, blue and purple. Moreover, this sequence represented the colour pattern used across the entire display. For instance, the frame followed this colour design too.

It must be said that this colour scheme was made by different tones due to the fact that children placed on the cardboards diaries whose covers had different hues. In short, the colour pattern was related to the display theme. In addition, because of the fact that a complementary display was expected to be done, the students' diary covers had to show an opposite coloured organization than the cardboards so as to obtain contrast. For this reason, this part of the process was guided by a colour wheel. As a result, taking into account the number of students in both groups (forty three):

- o Six red cardboards were placed for six students who had green diary covers.
- o Six orange cardboards were place for six students who had blue diary covers.
- o Seven pink cardboards and six purple cardboards were placed for thirteen students who had yellow diary covers.

- o Six yellow cardboard were place for six students who had purple diary covers.
- o Six green cardboards were placed for six students who had red diary covers.
- o Six blue cardboards were placed for six students who had orange diary covers.

- Introducing creative elements

This step was related to introduce interactive elements to the display. Namely, the following components were included:

- o Due to the fact that there was not enough space in the bulletin board to place all students' diaries, a table was set under the left side of it to provide extra surface. This table was covered following the same colour design than the display and it was used to carry out an interactive activity: all the students' diaries on the table were closed and children had to open them in order to find more examples of diary components. For this reason, a poster which said *Can you find these elements in these diaries?* was arranged under the left side.

Figure 8. Diaries on the extra surface.

- o Under Anne Frank section, three different texts made by learners were showed (a poem, a recipe and a diary). Children had to take into consideration the elements of a diary in order to guess which of these three types of texts a diary was. Then, they had to introduce their answer in an envelope which was pasted next to it.

Figure 9. Interactive activity to guess what text a diary was

o A ballot box was placed on top of a pile of books and next to the table. It was used for different purposes which will be explained afterwards.

Figure 10. Ballot box

o A dig diary, bigger than students' ones , was made to create a reading corner at the right side of the display. This model was hanged from the ceiling using string. As a result, a new dimension of the space was taken up making a three dimensional display.

5.7.8. Step 7: Assemblage

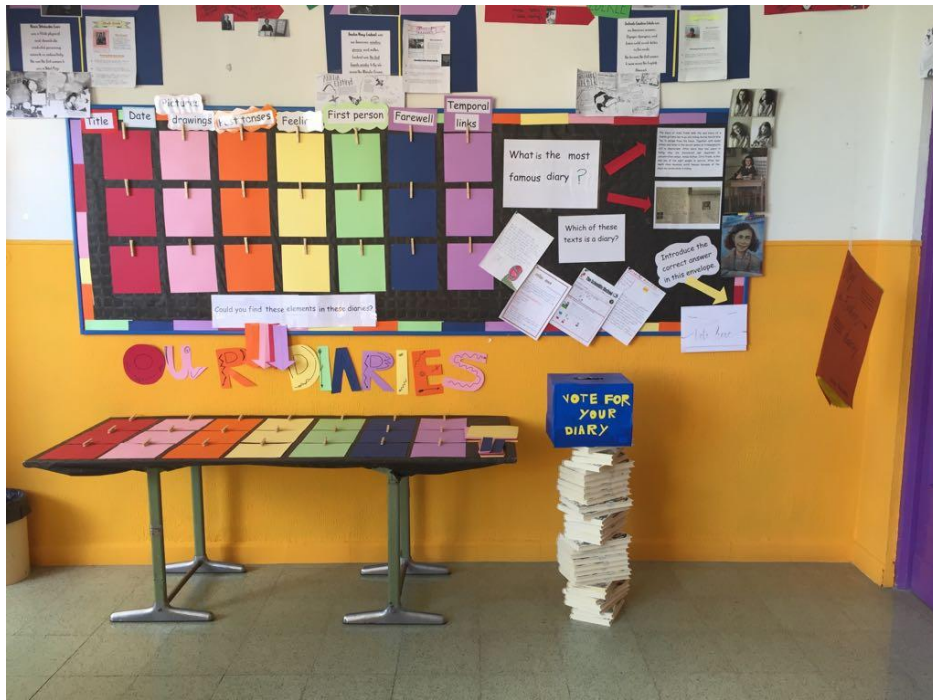As a result, the display was built up and it had the following appearance:

Figure 11. Display before arranging diaries.

Once the unit was completely carried out, children were able to make amazing diaries. Then, it was time to arrange them in the display.

On the notice board twenty one diaries were opened up, not randomly, but showing parts of students' diaries order that the public could watch them carefully. As it can be appreciated in the following picture, diaries were in accordance with the column labels showing examples of that specific diary part. The rest of the diaries were placed on the table without being opened following the coloured pattern previously mention.

Figure 12. Diaries placed on the notice board and on the table following a
specific organization.

As a consequence, after all the students' diaries were placed on the notice board and on
the table, the display was finally completed:

Figure13. Finished display

5.7.9. Step 8: Using the display as an educational tool

Four activities were planned in order to use the display as an useful educational tool:

Same level interactive activity.

After the display was totally placed, an activity was designed in order that students could read other classmates' diaries. To encourage stimulating interaction among children of the same level, firstly, pupils from the same group had to share their diary stories with their classmates. Secondly, they had to read diaries from the other class's mates.

Once students read a mate's diary, aspects which they had liked the most from the reading were expected to be written on ballots. Children had to write as many opinions as diaries they had read expressing their ideas in the following way: *I liked your diary because…* Afterwards, the ballots had to be introduced on the ballot box of the display.

Assessment activity

An activity to encourage a peer assessment was carried out. Firstly, children had the criterion, which was used to guide their final task throughout the unit, pasted on the back covers of their diaries. In addition this criterion was the same as the informative labels pasted on the top of the display. Once diaries were done, children used these criteria in order to find in their classmates' works all the diary components. On the one hand, students had to circle in green the elements which had been included in their classmates' texts; on the other hand, they had to circle in red those diary parts which had not been added. Afterwards, depending on how many diary elements their mates had included, a mark or challenge was given attaching a recommendation to improve the final task.

When I write a diary, I need to include....

| TITLE | DATE | FEELINGS |

| FIRST PERSON | PAST TENSE |

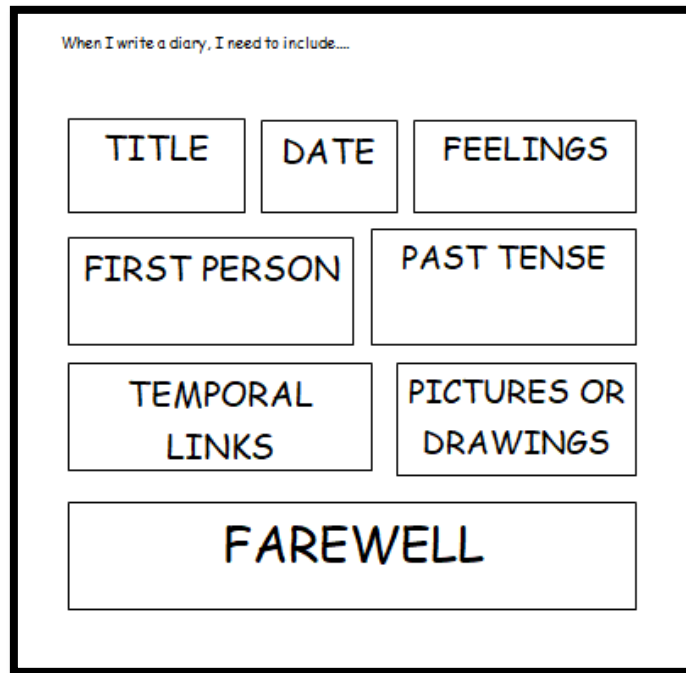| TEMPORAL LINKS | PICTURES OR DRAWINGS |

FAREWELL

Figure 14. Assessment criteria template

After students had done a peer assessment, they had to assess themselves following the same criteria. In order to do a self assessment, children valued the effort they had put in their diaries and the number of diary elements included in their works. To sum up, they had to write a personal mark and a brief comment reasoning their grade at the back cover of their diary.

These peer and self assessments were two evaluation techniques which had a specific mark percentage in the teacher's assessment, so the display was an evaluating tool for the teacher.

The last day of this training teacher at school, this ballot box was opened with the purpose of collecting the positive comments from the first activity proposal and the final marks of the entire learning process.

Different level interactive activity

The second part of the activity would include year four's student who would come to see the display. Each year four pupil would be assigned to a year 5's mate who would work as a guide.

Before developing this activity, students prepared their presentation at home. In order to plan their discourse, they followed a template which was organized in the following sections: firstly, they would give a diary definition; secondly, they had to summarize the different days of their diary; thirdly, they would describe the diary elements showing examples included in their works; then, they would say what their favour dairy part was; finally, they would provide a personal conclusion.

This template was filled in by students in order to be checked afterwards by the teacher. Once corrections were done, learners were able to practice their discourse at home to achieve a successful learning experience as guides the following day. Moreover, soon as guides had finished their show and tell, their little mates could find examples of the diary parts on those works which were without opening on the table.

In addition, children would explain to their mates the other subareas of the display: the informative panel about Anne Frank and the interactive activity related to texts.

First of all, they would tell them a little summary about Anna Frank's life and the importance of her diary. The visuals included in this part of the display were needed by students as illustrators.

Secondly, once year 4's students had listened to their guides talking about diaries, its elements and Anne Frank's biography, they might be able to guess what texts presented on the display were a diary. Year 4's learners would pick a ballot so as to write the answer introducing it on the envelope afterwards.

Interactive activity with parents

An activity, which would have similar design as the last one, was planned to promote interaction among parents. It would be developed following the previous proposal. Namely, part of tutoring time may be dedicated in order that children could share their diaries with their parents.

Before developing this activity, students prepared their presentation with their groups. They followed a template which would be organized in the same sections as the last activity: firstly, they would give a diary definition; secondly, they had to summarize the different days of their diary; thirdly, they would describe the diary elements showing

examples included in their works; then, they would say what their favour dairy part was; finally, they would provide a personal conclusion.

They day in which the student's family had to come to school in order to talk with the tutor, children would perform as guides for their parents following the template. On the one hand, it would be an interesting activity for children because of the fact that they acquired the responsibility of being teachers for their parents at the same time they would reinforce contents of the unit. On the other hand, after children finished their oral presentation, the tutor could explain the parents in detail what they have been learning at class. To sum up this activity, children would encourage their families to do the interactive activity of the display,

6. RESULTS

6.1. RESULTS ON THE FOLLOW-UP GROUPS

The most significant result of this study was the use of the display as an educational tool which encouraged interaction among students of the same level. Due to the development of the first activity proposal, children showed a high motivation during the reading time enjoying a lot other mate's diary stories. Namely, learners showed more interest reading mates' diaries from the other class.

Figure 15. Interactive activity among students of the same
level

As a result, this activity reinforced contents worked previously in class. Due to students read more than one classmate's text, they remembered the necessary elements so as to write an effective diary. For instance, reading other classmates' works, some learners realised that they had forgotten to include some diary components in their own ones. Moreover, carrying out this interactive activity, children could take note of other mate's ideas which may help them to do more creative text in the future.

After pupils had been reading for some time, they wrote positive notes about their mates' diaries giving specific reasons so as to contend their opinions; then, these comments were introduced in the ballot box. Children appreciated this part of the activity because of the fact that their effort was recognized by their peers.
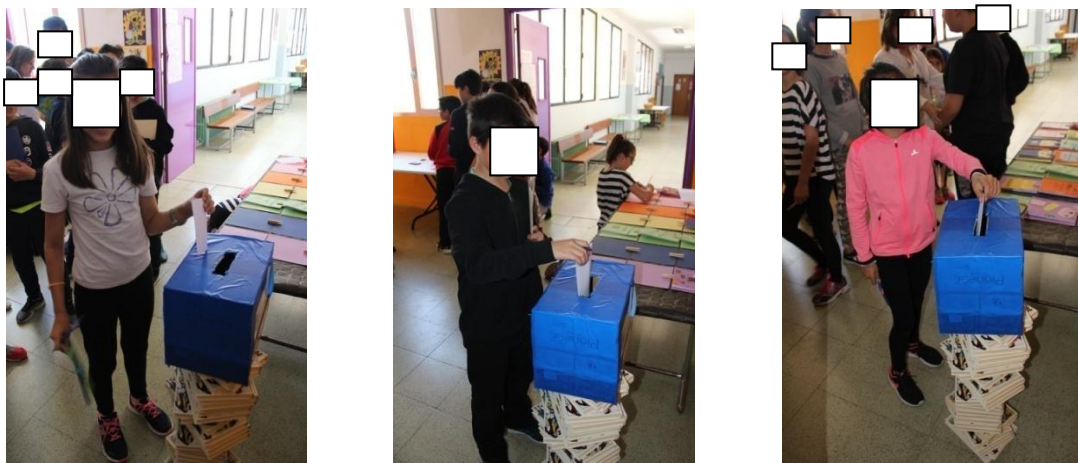

Figure 16 Introducing positive notes in the ballot box

Likewise, the display stimulated the interest of all the students from the same level. The pupil with needs and the ethnic minority student felt also proud of their work. Although these learners did their diary in Spanish, the display was an inclusive educational tool which did not exclude any children because their diaries were showed on the notice board too.
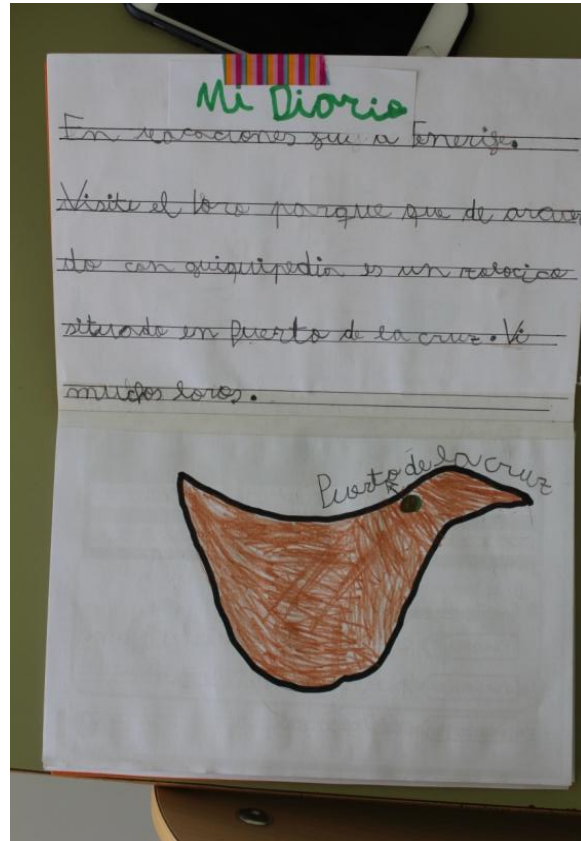
Figure 16. Student's diary in Spanish

The display allowed developing different types of assessments. As it was explained in the second activity proposal, children used the criterion template which was pasted on their back diary covers in order to assess a mate's project. Students circled in green the elements which had been included in their classmates' texts and they circled in red those diary parts which had not been added. Afterwards, they provided a mark supplying a comment so as to justify the grade. In the following photo, the criteria template is filled in and a personal recommendation is added to contend the final mark. Namely, the mark justification provided by the student is: *If I were you I would put more effort.*
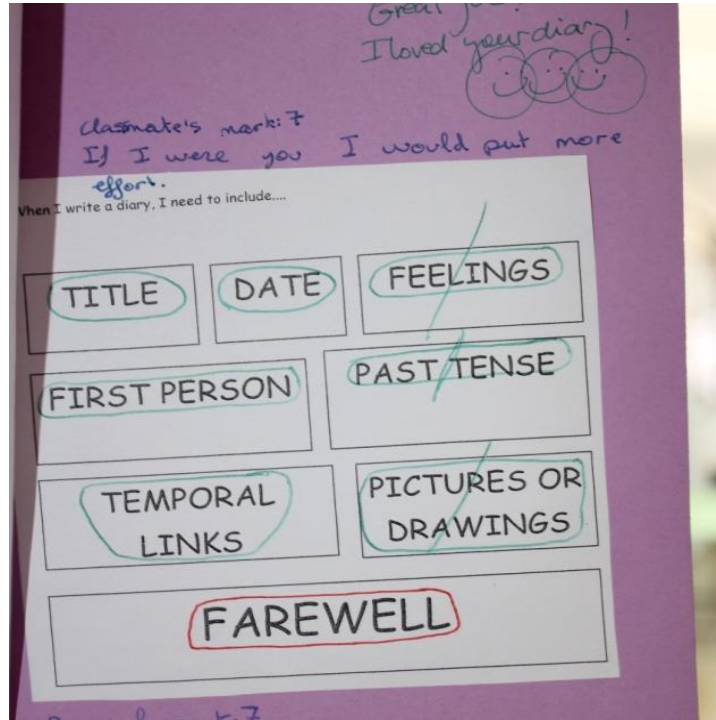
Figure 17. Peer assessment example

Once students did a peer assessment, they assessed themselves following the same criteria. As a result, in order to do a self assessment, children took into consideration the amount of effort they had put in their diaries and the level of agreement with teacher's instructions. On the one hand, they wrote a personal mark; on the other hand, they provided a brief comment to reason their grade.
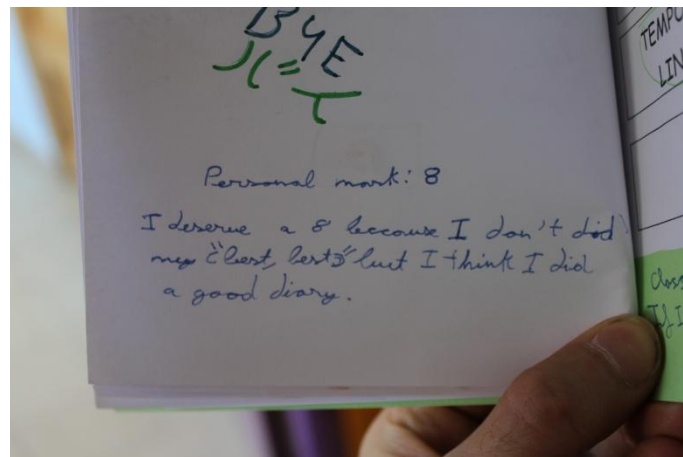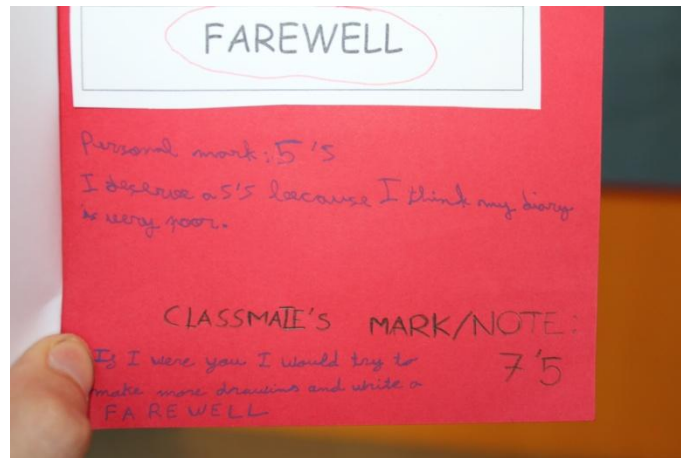

Figure 18. Self assessment example

Figure 19. Another self assessment example

Once children had done a peer assessment and a self assessment, diaries were placed again on the display. It must be said that the cardboards organization helped to classify students' works because learners queued on seven rows depending on their colour cover of their diaries. For instance, those who had green covers lined up opposite the red cardboard column and the students with red covers lined up in front of the green cardboard column.

6.2. RESULTS ON CHILDREN FROM DIFFERENT LEVELS

Although another activity was designed in order to promote communication among children of different courses, just the first proposal could be developed. Unfortunately, there was not enough time to carry out all the activity designs completely.

Despite this fact, the display made spontaneously that students from year six felt interested in its components. Autonomously, these students stopped and read their mate's diaries from year five after classes. As a result, some year five's students worked independently as guides explaining to their year six's mates their projects. This unexpected result made year five's learners more proud of their work. Moreover, year six's pupils read the other display subareas such as the Anne Frank section and the diary model which was used as a reading corner.

Figure 20 Year six children reading the model diary

In addition, because of the fact that some ballots were placed next to the ballot box, they were used by year six's students to vote the best diaries of the display. After reading diaries from year five's mates, they decided to use their own criteria to chose their best diary.

Figure 21. Year six's students voted the best diary.

These results on children from different levels were evidences which illustrated this display as an educational tool so as to record, share and report class work. In other words, this display communicated efficiently what year five's groups did in class.

6.3. RESULTS FROM DESIGN ELEMENTS

The unexpected feedback provided by year six's students, who voted the best diary, evidenced the ballot box as a communication medium among students from different levels.

Moreover, the voting of these pupils made this training teacher aware of some rewarding. Once the unit assessment process was completely done, children's final marks were introduced into the ballot box too. Then, the day in which the results were given to the groups, those pupils who were voted the most by year six's students, were in charge of distributing all the pieces of paper which were introduced in the ballot box previously. On the one hand, the awarded students delivered the positives notes written in the first activity proposal; on the other hand, they distributed other ballots which showed the final mark of the whole learning process.

Figure 22 Awarded student

It must be said that the peer and self assessment marks were taken into consideration by this training teacher in order to calculate a final mark for the students. In other words, these two evaluation techniques had a specific mark percentage in the global one.

In addition, this training teacher introduced their calcifications in the ballot box with the purpose of balancing the level importance among the mark provided by the teacher and the marks supplied by the students throughout their self and peer assessment.

Once children were given their final grades, the ballot box was placed on the display until the last day this training teacher was at school. Likewise, the ballot box was an unexpected communicative tool between this training teacher and their learners because of the fact that they introduced autonomously farewell letters into it. As it can be appreciated in the picture:

Figure 23 Farewell letters made by students.

7. ANALYSIS OF THE SCOPE

We can distinguish two types of scope in this study: On the one hand, those expected results which were the consequences of a planned learning design and its development. On the other hand, those results which were unexpected due to the fact that some display components promoted spontaneous interaction with the audience.

7.1. EXPECTED RESULTS

The display targets which were designed before developing the proposal were mostly accomplished. As a summary, the display presented in this study allowed to:

- o Report, record and share pupil's work.
- o Stimulate and create interest in students through the reading and handling of students' diaries, the Anne Frank section and diary model.
- o Recognize learners' effort.
- o Created a sense of ownership and pride in the display.
- o Encourage interaction among students of the same level.
- o Carry out a peer assessment and a self assessment.

Unfortunately, there were some display objectives which were not achieved at all. Namely, the display could not:

- o Be used to develop the activity among year four students and year five students. The display could also not be used to promote interaction among parents. Therefore, there were two display activities which were useless because they did not promote interaction among students. On the one hand, children did not do the activity of the table in which they had to look for examples of diary parts. On the other hand, students did also not carry out the activity in which there were three type of texts and they had to guess what a diary was introducing the correct answer on a envelope. In short, there were some display elements which did not have its expected effect.

7.2. UNEXPECTED RESULTS

There were some unexpected results which were the following ones:

- o The display encouraged spontaneously interaction among students of different levels.
- o The pupil with special capacities and the ethnic minority student adapted their diaries in order that they could participate on the display too. In short, it was an inclusive learning experience.
- o The ballot box worked as a sponteously communcation tool among students and this training teacher.

7.3. OPPORTUNITIES AND LIMITATIONS OF THE CONTEXT

This display proposal was designed and developed only by this training teacher. Although this fact meant a professional challenge which allowed constructig new knowledge, it could be interested to develop new displays in coordination witch other teachers with the purpose of carrying out more effective development processes. Without doubts, working as a part of a group, it could have provided more ambitious ideas throughout the development of the different planning steps.

Some objectives could not be achieved beacause of the fact that there was not enough time to develop all the activity designs. As a restult, the display could not encourage interaction among students of different levels in which the oldest learners had to work

as guides explaining the display components to the youngest. The display could also not promote interaction among parents and teachers. For this reason, if this display design had to be developed in a new context, these unaccomplished targets would represent a different and interesting professional challenge.

The display was built up because of the fact that this training teacher could spend a lot of time on putting all the parts together. Ordinary teachers should take into account that it would be difficult to develop effective displays if they have to attend to their children's demands at the same time. For this reason, it wopuld be ideal to have assistant teachers who would help teachers to develop displays as educational tools.

The display of this study was carried out thanks to the school budget which allowed this training teacher to buy all those material which were required. Although school budgets could be understood as limitations which reduce our ability to act, they may also be considered opportunities in order that teachers come up with original display ideas. For instance, displays can be made with recycled materials.

Interaction was the most significant aspect which turned the dosplay into an educational tool. However, everything could be improved if there is will to do it. For this reason, if this display had to be developed again, it might be rewarding for students to publish the project in a local newspaper, in the school web page or in the social media. For instance, as this display was based on another one which already existed, the display of this study could be posted on *Pinterest* with the purpose of sharing the work and helping other teachers who may would like to use it .

8. FINAL CONSIDERATIONS

The purpose of developing displays in Primary Education must not be to make the classroom look pretty. Displays need to accompany children's learning process being used as educational tools which improve their educational development.

Displays need to be framed within learning units based on a specific clasrrom methodology which pursue particular curricular objectives. In addition, these methodologies establish a theoretical foundation which must be taken into account by teachers in order to define and organize their educational expectations.

Carrying out classroom displays implies to analyze in detail contextual conditionals in view of achieving effective results. Once the school and human context is examined, teachers have to select the most appropiate type of displays which could face adequately their learning objetives. Then, there are few conditions which need to be taken into account before start planning: the available time to do activites so as to use the display as a learning tool; the utilizable time to build the display up; the school budget in order to know the amount of money which can be spent on display materials and the number of people involved in the future display development.

A soon as these contextual determining factos are studied, a planning procedure should be followed in order to make an effective display. Here, it is essential to define distincly educational intentions.

Taking into account all the responsibilities assigned to teachers, they may not be able tomake effective displays just by their own because of the fact that a lot of time is involved. For this reason, displays need to be made in collaboration with other teachers or assistants who can help during the building process. In addition, collaborative work among teachers let suggest more creative ideas. Therefore, the more people are involved in the display planning, the more original displays are going to be designed and the more time is going to be saved during its development.

Within all the possible reasons which justify making classroom displays, sharing work and encouraging interaction among students are considered the most educational display uses from this training teacher's point of view:

On the one hand, reporting final tasks which have been done in class produces an motivating impact in students who feel proud of their work. In addition, making an attractive display outside the classroom sends a message to pupils who realise that their work is going to be watched and valued by their peers. As a result, setting the scene of a new topic with development of a new display is a way to motivate learners who put more effort since the beginning of the unit.

Displays are recommended to be reused considering the time which is required to build them up. However, it is also suggested that teachers should change very often their displays throughout the school year in order to transmit novelty. As a result, in relation to the literacy area, it could be benefitial to make one general display throughout the course. Thus it would change its display elements once a new literacy text is introduced.

On the other hand, encouraging interaction among students represents an amazing educational idea due to the fact that friendship learning bonds are fostered among them through the sharing of peers' works. Moreover, it cause a motivating impact in students feeling stimulated and recognised by their peers.In addition, if display provides enough interactive components, communication among pupils could sometimes happen spontaneously. Specifically, the ballot box proved to be an useful tool to promote autonomous communication among students and this training teacher. It was clear that this display element could foster democratic beahviours in students who took advantage of this resource to vote spontaneously. In addition, it can also encourages self and peer assessment processes which allow students to self-determinate and to self-regulate themselves conveying and accepting opinions related to their work.

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