27 - 29 November 2026 Vienna , Austria

Beyond Display: How Learning Walls Make Learning Visible

Elif Deniz Yilmaz

Private Sanko Schools, Turkey

Abstract

Beyond Display: Reimagining Learning Walls as Living Evidence of Learning
Classroom walls are often used to display completed student work, celebrate achievement, or communicate classroom expectations. But what if a wall could become part of the learning process itself rather than simply a space where learning is displayed?
This practice-based inquiry explores the transformation of classroom walls from static display areas into dynamic learning spaces that make students' thinking, questions, learning processes, reflections, and developing understandings visible. The approach has been developed through extensive research and exploration of learning environments, visible thinking, student voice, documentation, and inquiry-based learning.
The approach has not been limited to a single classroom or age group. Within the school where the approach was developed, learning walls have begun to be implemented across different age groups, from kindergarten through Grades 1, 2, 3, and 4. This wider implementation provides opportunities to observe how learning walls can function across different developmental and academic levels, while the approach continues to evolve through teachers' feedback and classroom experiences.
Rather than treating a learning wall as a collection of completed student products, this approach positions it as an evolving space of evidence that reflects the development of learning over time. Student questions, thinking routines, misconceptions, emerging ideas, peer feedback, reflections, and examples of learning are intentionally documented and revisited throughout the learning process. In this way, the wall becomes a shared pedagogical space where students can see not only what they have learned, but also how their thinking has changed over time.
The study draws on classroom documentation, student voice, teacher reflections, photographs showing the development of learning environments, and examples of students' thinking across different age groups. Particular attention is given to young learners who are still developing literacy skills, and to how visual and multimodal documentation can provide alternative pathways for expressing ideas, revisiting learning, and reflecting on understanding.

This work will be presented by the author as a speaker at the Autumn Teachers Conference (ATC) in Türkiye on 24 October 2026. The presentation will share the development of learning walls, the research and pedagogical foundations behind the approach, examples of classroom implementation across different age groups, and forms of documentation used to make the learning process visible to educators. This professional presentation at ATC provides an opportunity for educators to examine and discuss the approach while also generating further feedback to support its ongoing development. The presentation at the World Conference on Future of Education extends this work into a broader international educational context, exploring how learning walls can move beyond visual documentation to become active pedagogical tools.

The study proposes a practical framework for moving from displaying learning to documenting learning, and from documentation to reflection, connection, and further inquiry. Participants will explore how learning walls can invite students to notice their learning, ask questions, make connections, reflect, and revisit their developing understandings.

Ultimately, this work proposes a shift in perspective: a learning wall is not a product created at the end of learning; it is part of the learning itself. When classroom walls make the learning process visible, they can become living pedagogical spaces where learning is documented, discussed, revisited, and continuously developed.

Keywords: Learning Walls; Visible Learning; Primary EFL; Student Voice; Learner Agency; Inquiry-Based Learning; Classroom Documentation; Reflective Practice; Young Language Learners; Learning Environments