

Facilitation Guide

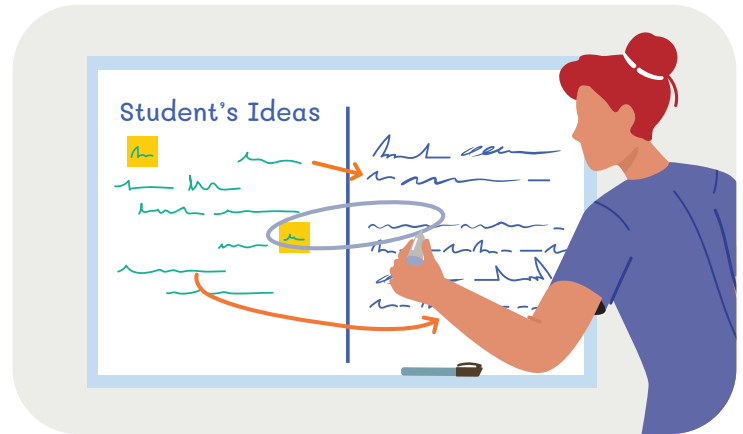
This guide provides an overview of common scenarios and questions that may arise during the implementation of the nudge, along with strategies to support its success.

MLR Nudge 2

Students on Board

Recap

This nudge increases engagement by elevating student work to the main board and connecting their ideas to key lesson concepts. Research also highlights the benefits of placing items side-by-side within the same visual field, rather than on a side or back board.



Situation: I am unsure what to look for when choosing student work.

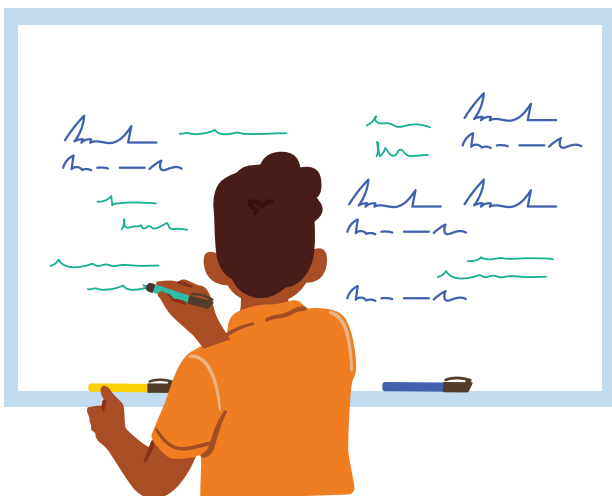
Select examples that showcase different ways of thinking, such as visual models, equations, and written explanations.

Choose examples that relate to upcoming lessons, reinforcing key concepts and supporting progression in learning.



Rotate whose work is shared, ensuring multiple students' thinking is highlighted rather than relying on the same few.

If a student is hesitant to share, it is important to honor their feelings. Instead of displaying their exact work, you can rewrite the problem or present a similar example anonymously.



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Situation: I am unsure how long to keep the student work displayed or how often to refer back to it.

You should keep the work displayed as long as it is relevant to the lesson or unit.

You should refer to the work immediately after displaying it and make connections to the learning goals.

While it's not necessary to reference it every day, it should be used regularly to solidify connections as long as it remains relevant to the daily learning goals.

Situation: I want to show a student's work, but it's not easy to read.

Rewriting or typing the work in a clearer format while maintaining the student's process can be helpful.

You might also consider having the student verbally explain the work by asking them to discuss their thinking with the class.

These are ways to support clarity in the student's work, while still valuing their thinking.

