

Comparative research on Creative literacy-What have we learnt?

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The presentation looks upon the results of the project “Creative Literacy – Integrative Methods for Lifelong Vitality from Literacy” financially supported by Federation of European Literacy Associations. This presentation focuses on teachers’ perceptions of creativity in literacy education. It also analyses how creative literacy stimulates students’ interest in literacy, enhances meaningful engagement and increases the pleasure of reading. The research data were collected by FinRA, EstRA and LatRA during spring 2025 via an online questionnaire and interviews. The data consists of almost 300 answers (~100/each country) and individual and focus group interviews (45 teachers) in which teachers shared their perceptions and practices of creative literacy. The research sample includes teachers from all levels of education (pre-primary to upper secondary). Mixed methods (Martella et al., 2013) were used to analyze the data.

Results confirm that teachers in all three countries regardless of the level and subject they teach value and apply creative methods in their practice. Teachers from pre-school to upper secondary consistently observed that creative literacy methods make reading enjoyable and help students develop a positive emotional connection to texts. They also support the idea that creative literacy invites students to link literature with their own lives, supporting identity formation and self-directed learning. However, the main challenges of using creative literacy methods are too tight curricula, the lack of resources (space, materials), and the problem with fair assessment criteria as well as the lack of time.

The analysis of the collected data will offer comparative insights into national differences and common European trends.

Keywords: creative literacy, creative literacy methods, cross-country comparison, teacher experience