

## **Annual Progress Report**

Project Title: Creative Literacy – Integrative Methods for Lifelong Vitality from Literacy

Reporting Period: January 2025 – August 2025

Submitted to: General Assembly of the Federation of the European Literacy Associations (FELA)

Submitted by: Meeli Pandis, Project Manager, Estonian Reading Association, August 20.2025

### 1. Introduction

This report outlines the progress made in the “Creative Literacy” project funded by FELA, focusing on collaborative meetings, data collection activities, and survey results analyse and presentation process. The project aims to explore and promote creative literacy as a lifelong competence through international cooperation, school engagement, and teacher practices.

### 2. Key Activities

2.1 International Meetings (Virtual - project preparation meetings Oct-Dec 2024, planning meeting Jan 2025, progress meetings Feb-August 2025)

A key milestone was the international coordination meeting held in January 2025, which brought together representatives from three participating countries. The meeting covered:  
Exchange of good practices on creative reading and literacy activities

Discussion of teacher engagement methods

Planning of upcoming survey data analysis and dissemination

Reflection on local practices and how they can contribute to shared European insights

During progress meetings each country team regularly presented progress updates, shared insights from pilot work in schools, and agreed on the preliminary structure of shared outputs.

Meeting document: "Creative Literacy\_ international meetings Jan2025.docx"

### 3. Surveys

Two key surveys were prepared and conducted:

3.1 Teacher Survey Questionnaire: Investigating Creative Literacy in Three Countries

Statistical data collected

Finland N=75

Estonia N = 66

Latvia N=98

(target size minimum 80 per country; data collection continues until 25th of August)

Document: Teachers Survey Questionnaire

A cross-national survey of teachers aimed to investigate how creative literacy is understood and implemented in classrooms. Data analysis is in progress

Preliminary key findings included:

Teachers value creative approaches but feel they lack time and structured support.

Barriers include national curricula constraints and assessment systems focused on standardized outcomes.

Positive examples included drama, storytelling, and project-based reading tasks.

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

Results will be presented at the 6th Baltic Sea Conference on Literacy Tallinn October 4th-7th

Abstract: "Investigating creative literacy in three countries – Results of a teacher survey.docx"

### 3.2 Survey Overview Comments and Analysis

Additional commentary and peer feedback were gathered to refine the interpretation of survey results. These comments helped validate patterns, particularly around teacher perceptions of autonomy, material availability, and institutional support.

Document: "Copy of Comments Creative Literacy FELA Survey Overview.docx"

### 3.3 Indepth interviews

Individual and focus group interviews on Creative literacy planned and pilot interviews conducted in all 3 countries.

Target 13 in all countries continues until 25th of August.

Results will be presented at the 6th Baltic Sea Conference on Literacy Tallinn October 4th-7th

Data collection and analysis is continuing in fall 2025

## 4. Outputs and Dissemination

Draft abstracts and summaries have been prepared for JABSCL conference presentations (2) and journal submissions.

The team is working toward publishing a synthesis paper and designing a teacher-friendly summary of findings.

Final presentations are planned for 26th European Conference on Literacy, Ljubljana, Slovenia July 2026

## 5. Challenges and Lessons Learned

Logistical complexity: Coordinating across countries required adaptive planning due to different school calendars and communication norms.

Data comparability: Varying interpretations of "creative literacy" required careful framing of survey questions (teacher questionnaire, in-depth interviews) and the analyses of data.

Strong engagement: Teachers responded positively, suggesting a high level of motivation and need for this kind of international initiative.

## 6. Financial Overview

Receipts and invoices for travel, digital collaboration tools, and meeting logistics have been archived and are available upon request. No overspending has occurred.

## 7. Next Steps

Finalize analysis of survey data

Expand documentation of national good practices

Prepare for final report and European Conference on Literacy presentation (2026)

Pilot creative literacy materials in classrooms

## 8. Annexes

- 1) International Main Planning Meeting Minutes (Jan 2025)
- 2) Teacher Survey Conference presentation Abstract
- 3) Good Practices Conference presentation Abstract

- 1) Creative Literacy: international meetings; 1st on 29th Jan2025

Participants: Juli, Maria, Kadi, Sandra, Ieva, Merja

1. **To agree on a presentation at 6th Baltic Sea Conference (what would be realistic to present, in what format, who will participate). The deadline for proposals is Feb 17th (200 words max)**

Two presentations: one with the good practices and one with the research data.

Sandra, Ieva, Kadi and Maria: Good practises

Juli and Merja: Research data (no information yet for the comparative study-

The proposals will be shared with others by 10th of February.

2. **To set up the sharing (theoretical materials, research methods etc)**

Juli will open folders: international folder (in English), national folders (in Finnish, Latvian, Estonian). There can be subfolders: peer-reviewed, practical.

3. **To agree on communication (frequency and channels)**

We will meet once a month. We have sent calendar calls. **5.3., 2.4., 7.5. 1830 - 1930.**

4. **Start drafting the research timeline**

1. Finalize the questionnaire and privacy notice.
2. Ieva will share a preliminary questionnaire as soon as possible.
3. Talk and finalize the questionnaire in a meeting 5.3.
4. Sharing in the middle of March. We plan to have country-specific questionnaires and create them ourselves.
5. **Planning the data analysis on 7th of May.** We will plan to ask Mari Siipola to implement **the preliminary quantitative analysis.** The qualitative data analysis will be implemented by us.
6. **Interview questions will be planned for the 2nd of April.** The interviews will be implemented from **Middle of April to the End of August.** The interviews must be divided between teachers of the age group between **5 - 15.**
7. Good practices could be collected via questionnaires and interviews or we can add a separate data collection. Decision made on fifth of March.

**5. to go through the funding (allocation and timing) keeping in mind that the budget is approved and we have to look for additional funding (FinRA 2000€, hope on NordPlus for conference attendance etc).**

- 2) Teacher Survey Conference presentation Abstract

**Investigating creative literacy in three countries – Results of a teacher survey. Abstract**

Aerila, Juli-Anna, Kauppinen, Merja, Kalnina, Sandra, Margevica-Grinberga, Ieva, This presentation investigates teachers' perceptions of creativity in literacy education and how creative literacy stimulates students' interest in literacy, enhances meaningful engagement and increases the pleasure of reading. According to previous studies (Smith, 1965; Lähdesmäki et al., 2022), the pedagogy of creative literacy consists of activities and methods that enhance active engagement, curiosity and interpretation of texts allowing personal reflection and imaginative expansion. These approaches are child-centered, often communal and take advantage of different forms of communication, such as creative writing, drama, visual arts, or digital media (Davies et al., 2013). The research data were collected by FinRA, EstRA and LatRA during spring 2025 via an online questionnaire. The data consists of 300 answers (100/each country). In the questionnaire the teachers were asked about the perceptions and practices of creative literacy via Likert-scale and open-ended questions. The data were analyzed via mixed methods (Martella et al., 2013). In the study, the preliminary results will be presented through the lenses of creative literacy and country specific information of the definitions of creative literacy. Combining multimodality and creativity in reading might offer a tool to reach diverse readers and re-write the world (Freire & Macedo, 1987).

### 3) Good Practices Conference presentation Abstract

#### **Implementation of Creative Literacy in Education: the Story of Good Practices Abstract**

Kalnina Sandra, Margevica-Grinberga Ieva, Lukanenok Kadi, Jürimäe Maria, Aerila Juli-Anna, Kauppinen Merja

Recent research has raised deep concerns over students' decreasing motivation toward reading, highlighting an alarming trend in education today. According to researchers like Lähdesmäki et al. (2022), most students are uninterested in reading, and this lack of engagement significantly reduces their comprehension ability. This is critical because reading is a foundational skill for overall academic success. Creative literacy offers a promising solution by engaging students in active, meaningful interactions with texts, encouraging them to explore and interpret literature in innovative ways.

This study explores how creative literacy practices are implemented in classrooms. Using a qualitative research approach, in-depth interviews were conducted with teachers across Finland, Latvia, and Estonia to gain deeper insights into their experiences and strategies for integrating creative literacy into their teaching.

The study analyzes good practices of creative literacy methods, including multimodal storytelling, role-playing, creative writing, and visualization techniques. A cross-country comparison examines how different educational systems and cultural contexts influence the adoption and effectiveness of these strategies. The data sets provide insights into variations across school levels, teacher expertise, and institutional support.

Findings reveal that teachers' prior knowledge and curriculum constraints remain significant challenges. Despite these barriers, teachers report that integrating creative literacy practices fosters deeper textual engagement and supports students in developing interpretative and analytical skills.