

# Investigating creative literacy in three countries – Results of a teacher survey

**Juli-Anna Aerila**, University of Turku (Rauma campus)/FinRA

**Merja Kauppinen**, University of Jyväskylä/FinRA

**Maria Jürimäe**, University of Tartu/ EstRA

**Sandra Kalnina**, University of Latvia/LatRA

**Kadi Lukanenok**, Tallinna Ülikool/EstRA

**Ieva Margeviča-Grinberga**, University of Latvia/LatRA/

**Mari Siipola**, University of Turku



Federation of European  
Literacy Associations  
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**Eesti Lugemisühing**  
Estonian Reading Association

# Research aims and context

This presentation investigates teachers' perceptions of creativity in literacy education, especially how creative literacy stimulates students' interest in literacy, enhances meaningful engagement and increases the pleasure of reading.

# Theoretical background

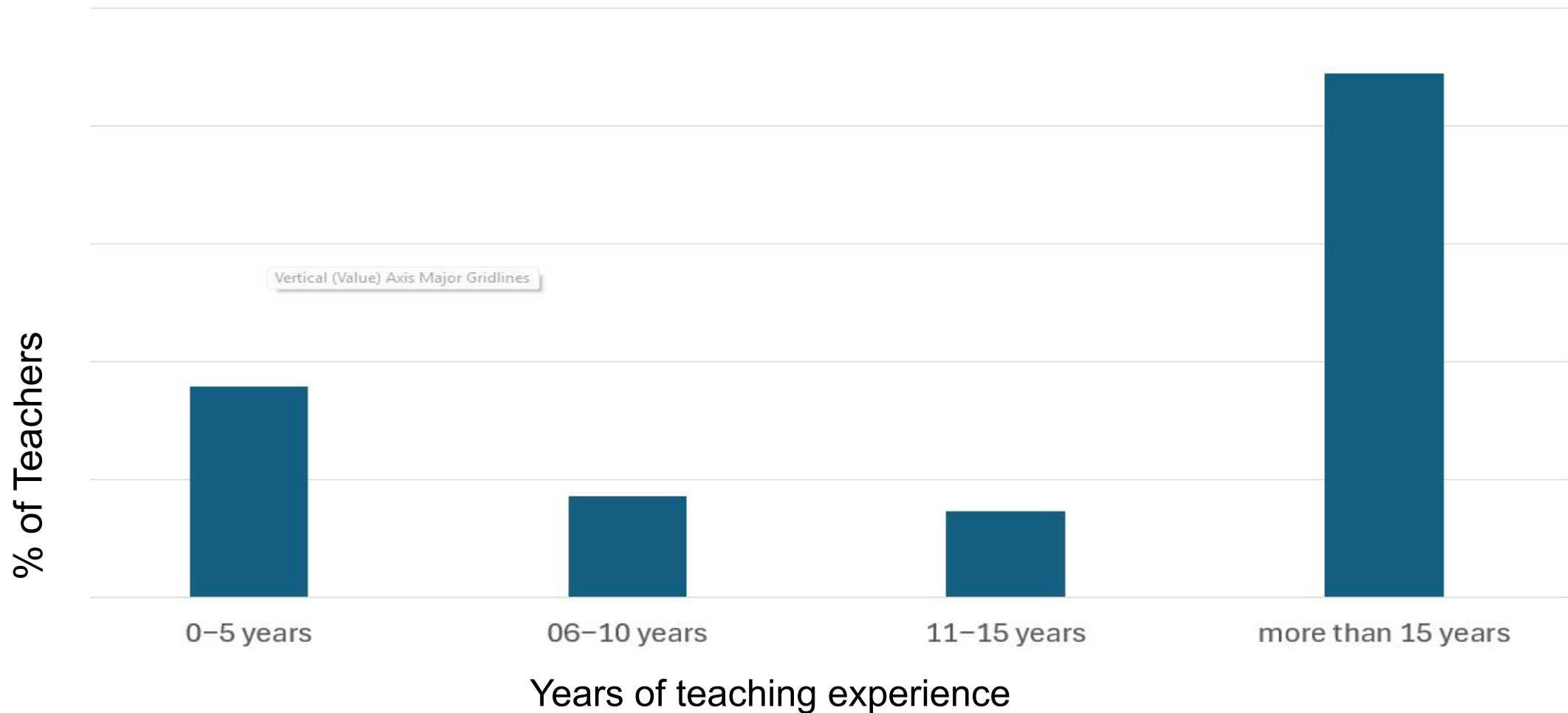
- 'creative literacy': arts-based learning in literacy instruction
- Teachers' conceptions build a base in renewing pedagogy
- According to previous studies (Smith, 1965; Lähdesmäki et al., 2022), the pedagogy of creative literacy consists of activities and methods that enhance active engagement, curiosity 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).
- Combining multimodality and creativity in reading might offer a tool to reach diverse readers and re-write the world (Freire & Macedo, 1987).

# Research questions, data collection and analysis

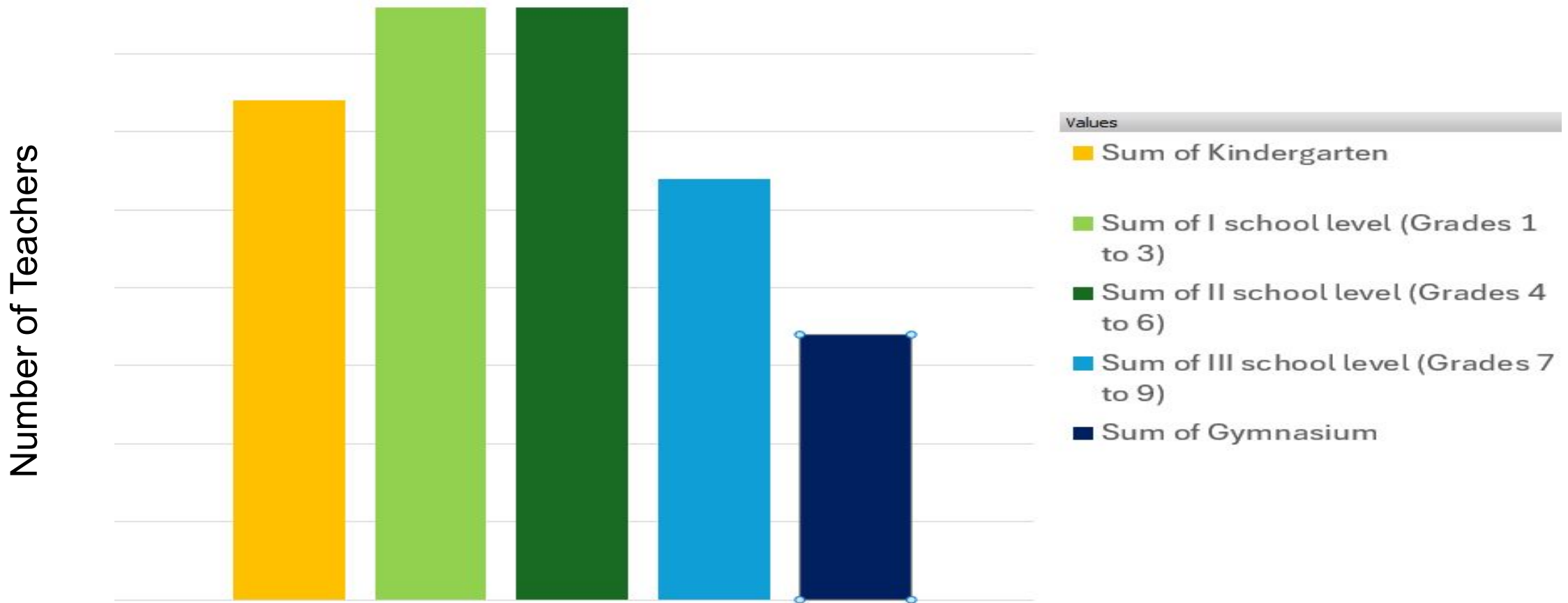
- The research data were collected by FinRA, EstRA and LatRA during spring 2025 via an online questionnaire. The data consists of 271 answers (85/Finland; 88/Estonia; 98/Latvia).
- The data was collected during April and September 2025 in each country.
- In the questionnaire the teachers were asked about 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 this presentation, the preliminary quantitative data is presented via country-specific analyses.

# **1. Country-specific results – Estonia**

# Background Information (Estonia): Teachers' Work Experience (N=88)

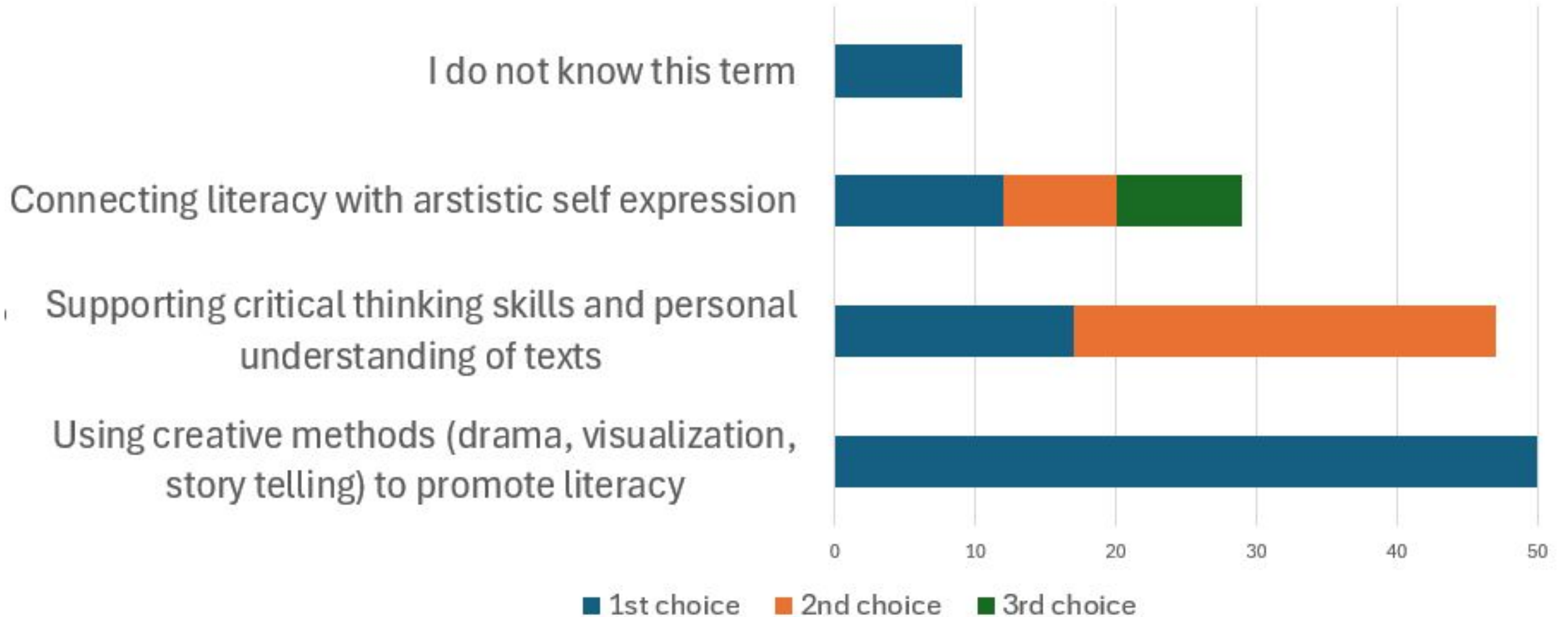


# Background Information (Estonia): Student Age Groups Taught by Teachers (N=88)



Student age group (note - many teachers teach on more than one level)

# What comes to your mind when thinking of creative literacy?



What Estonian teachers consider to be the greatest Benefits of using the methods of Creative Literacy (the size shows how often this answer was chosen)

**Supports multi-sited self expression  
of students**

**Supports independent reading with understanding**

**Improves the motivation and involvement of children**

**Supports understanding and critical thinking skills**

**Supports different learning styles**



# The importance, use, and challenges of the methods of creative literacy (N=88)

88% of the **teachers** who answered **value the methods of creative literacy** (50 % of them think they are very important and 38% important)

## Widespread Adoption

73% of educators reported using creative literacy methods in their classrooms, 22 % regularly and 51% time to time. There is a wide range of methods in use.

Most of those teachers who do not use them yet, are interested to learn more.

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.

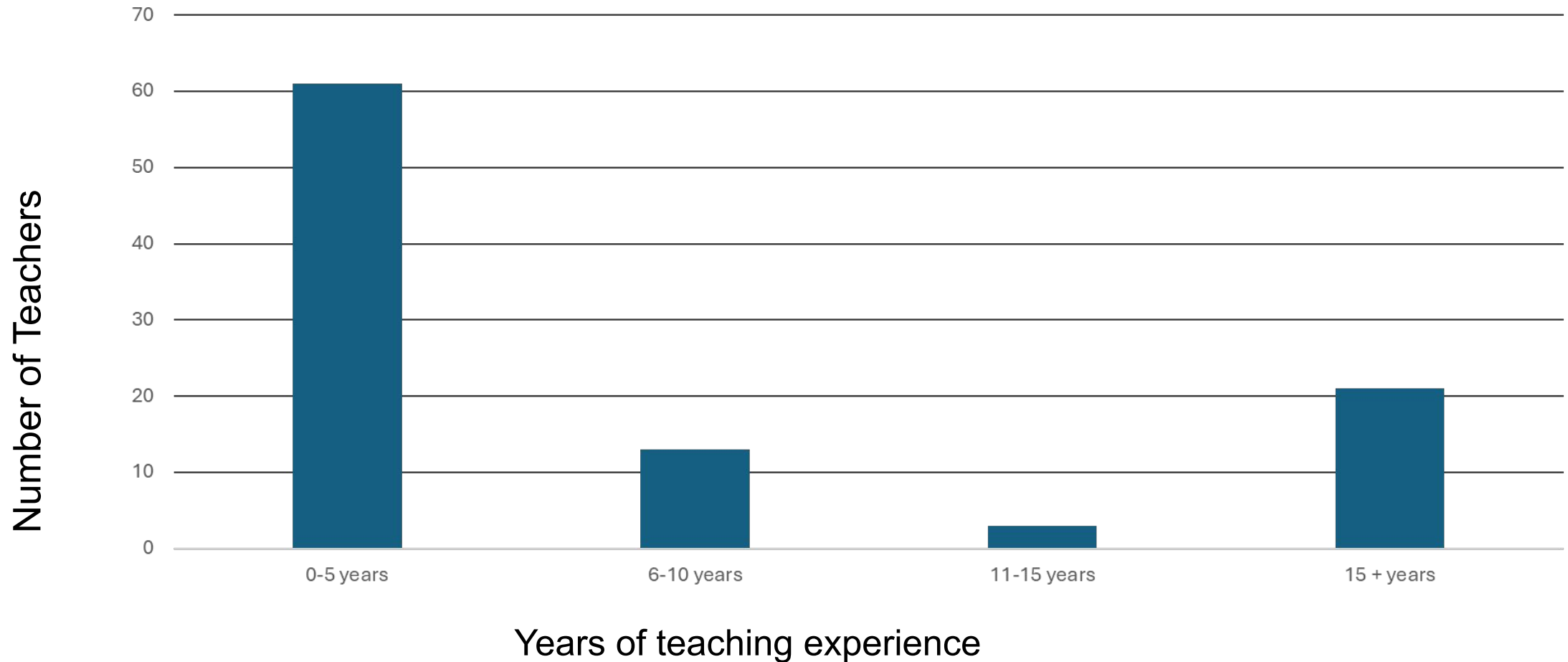
A few mentioned also the opposition of colleagues or parents, and one the opposition of learners.

## Opportunities for Growth

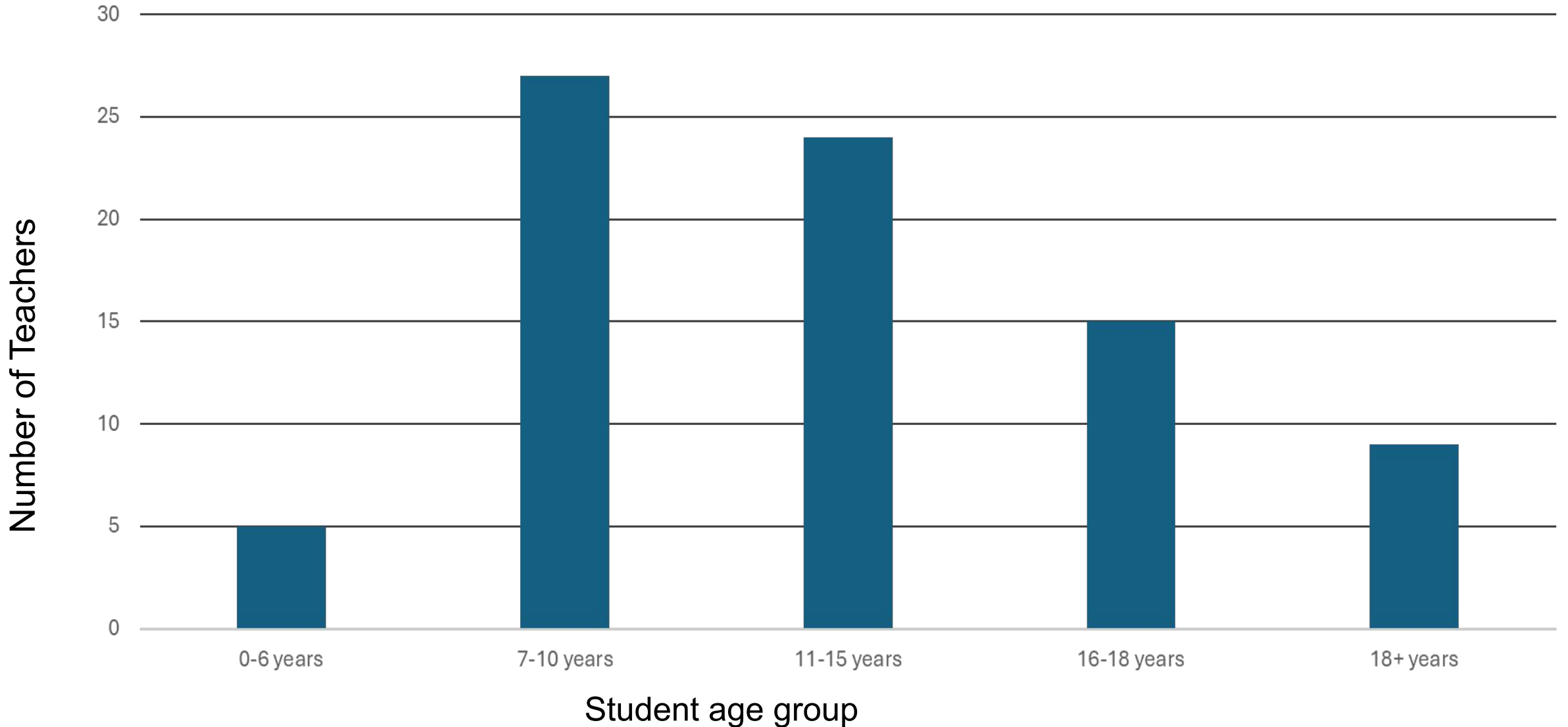
Some mention the need of materials, but many say there is a rich amount of materials already available, but some new (curriculum and integration related) training may help

## **2. Country-specific results – Latvia**

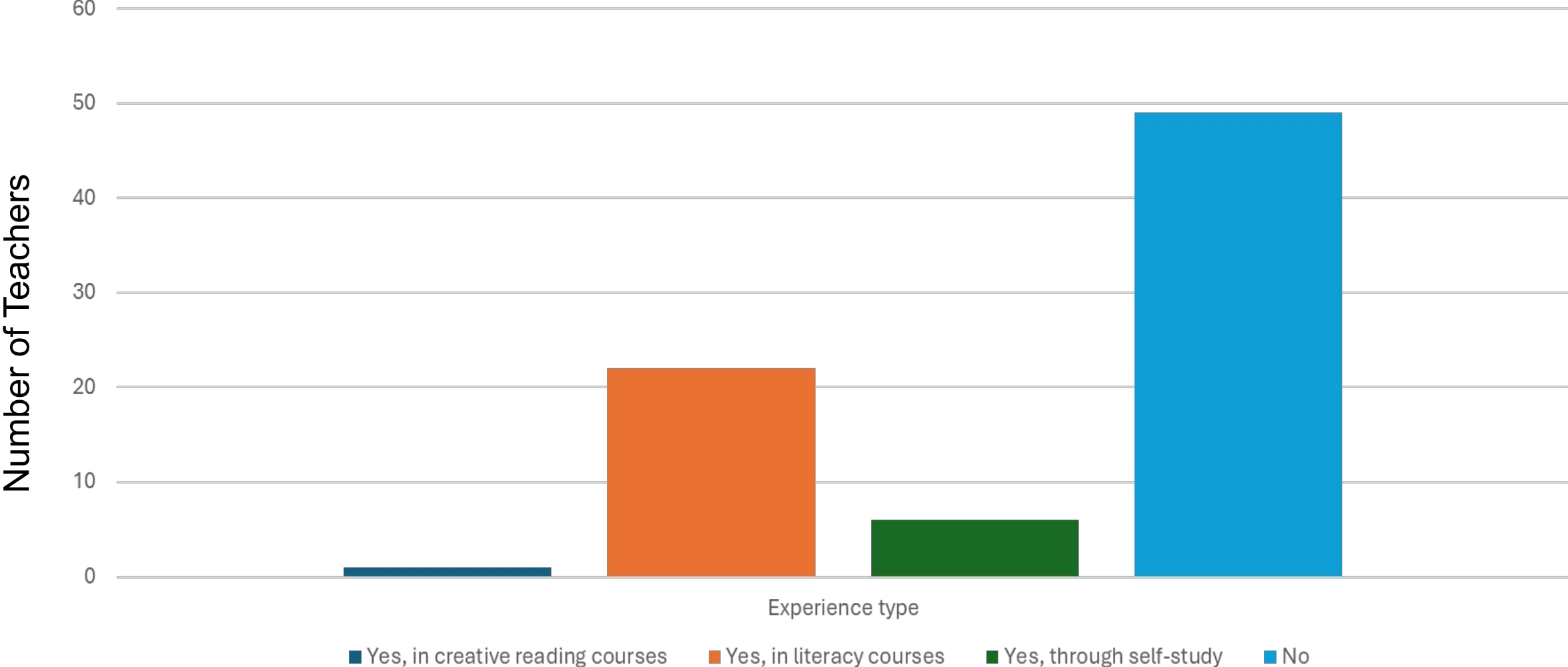
# Background Information (Latvia): Teachers' Work Experience (N=98)



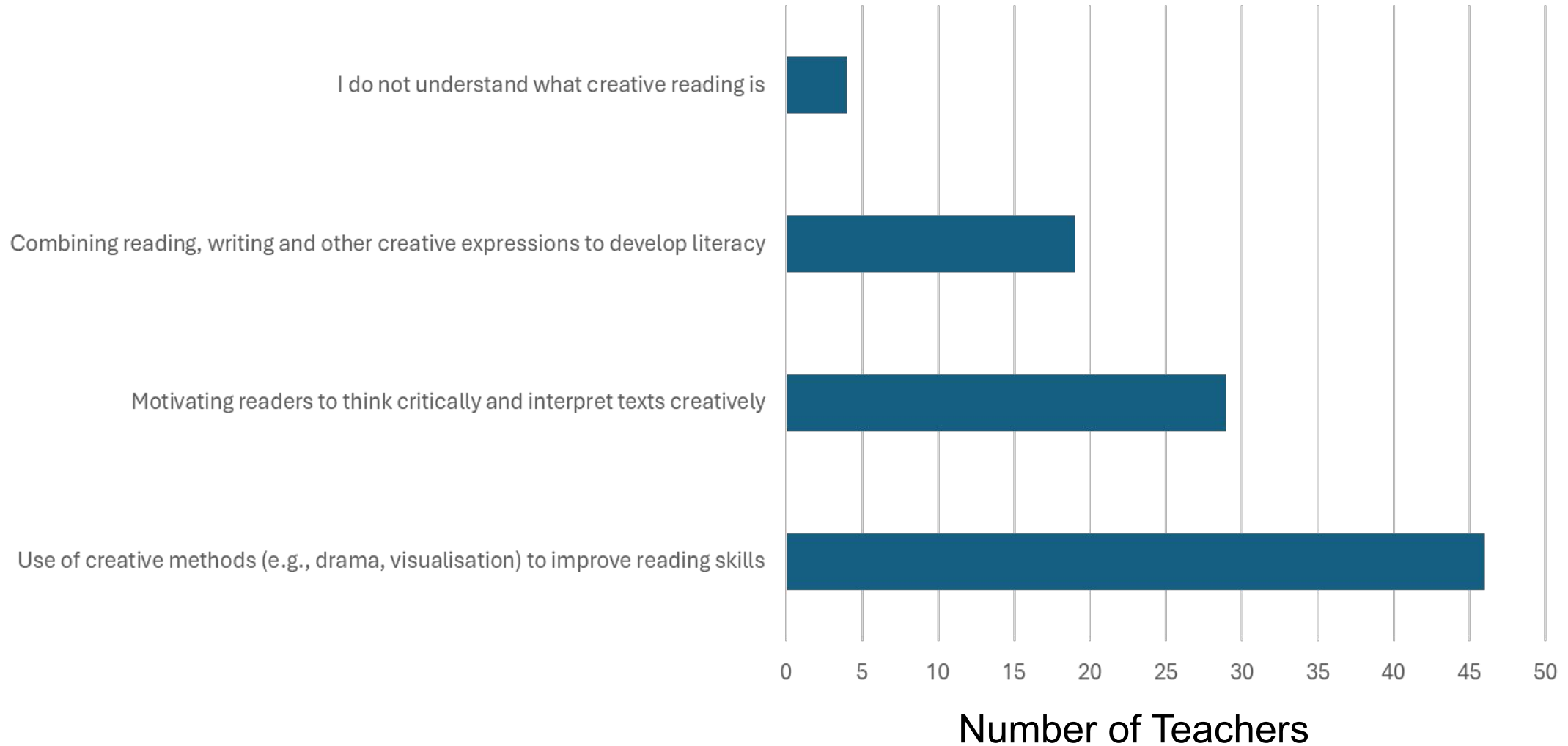
# Background Information (Latvia): Student Age Groups Taught by Teachers (N=98)



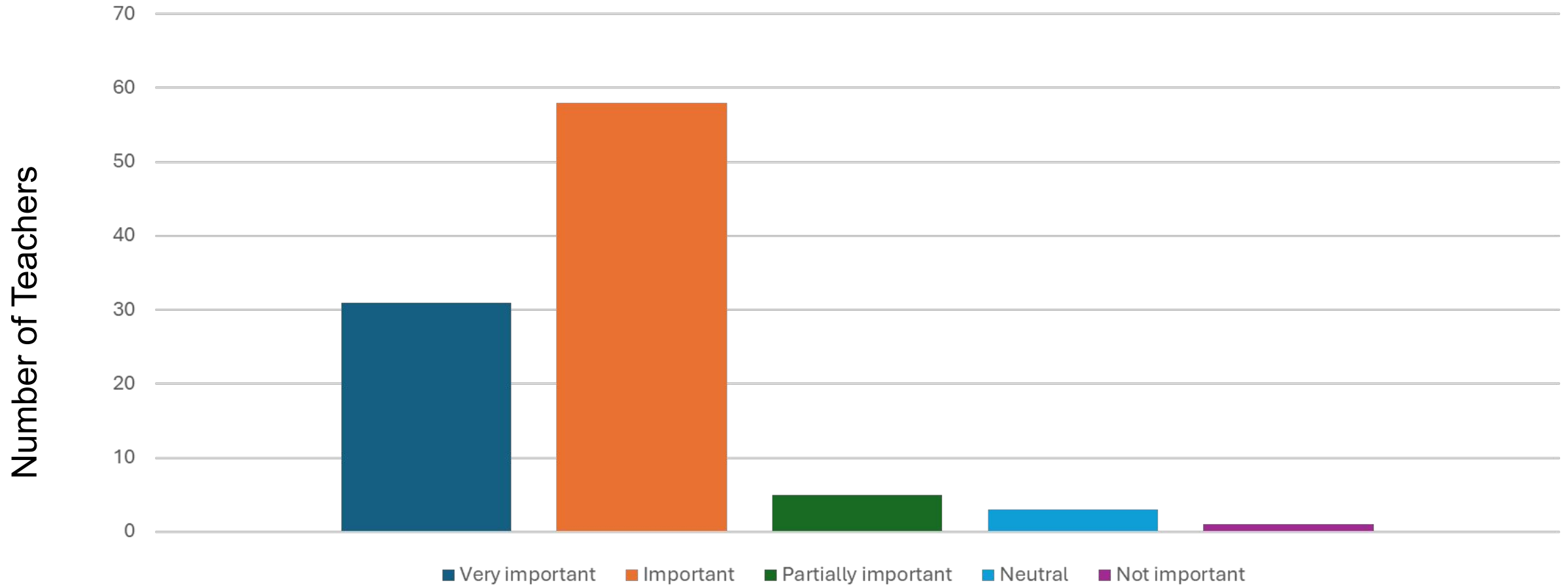
# Experience in Using Creative Methods in Teaching (N=98)



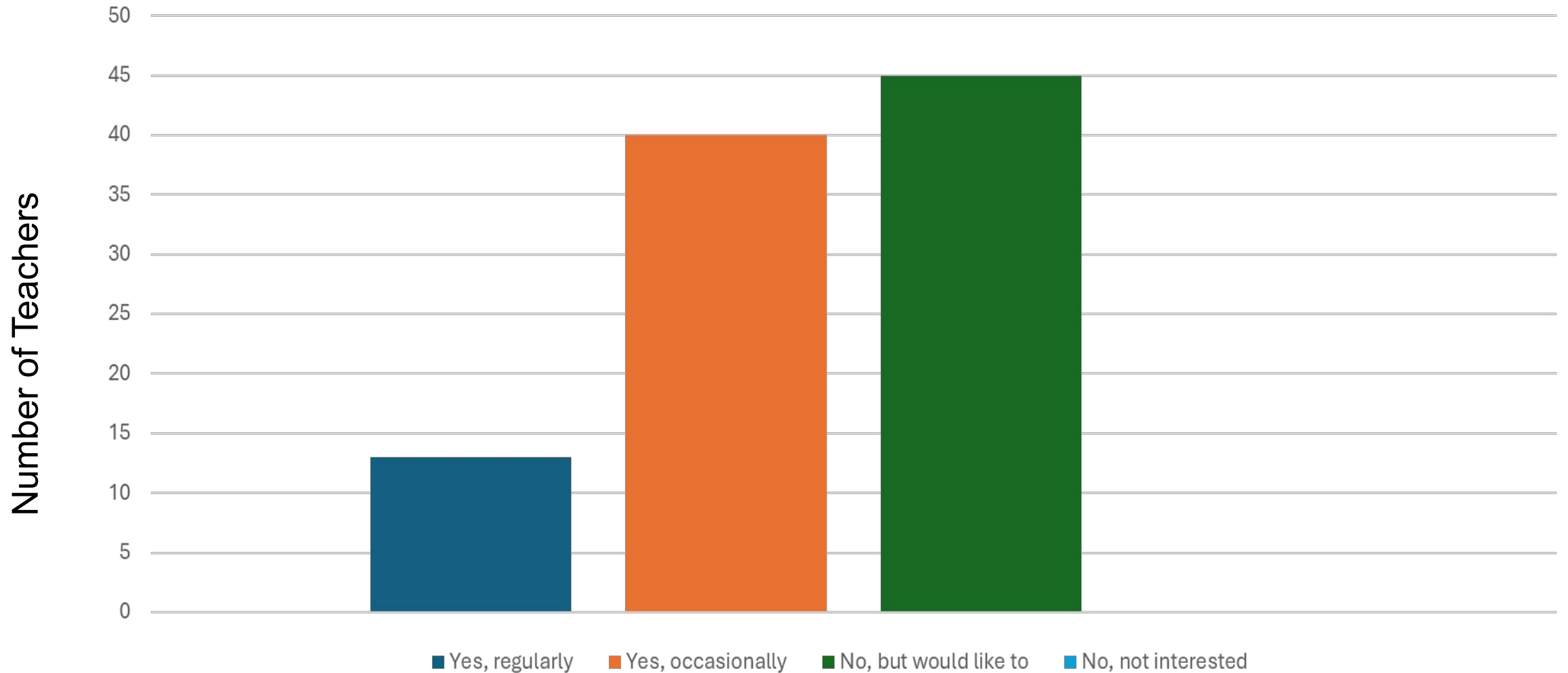
# Understanding of the Concept of Creative Reading (N=98)



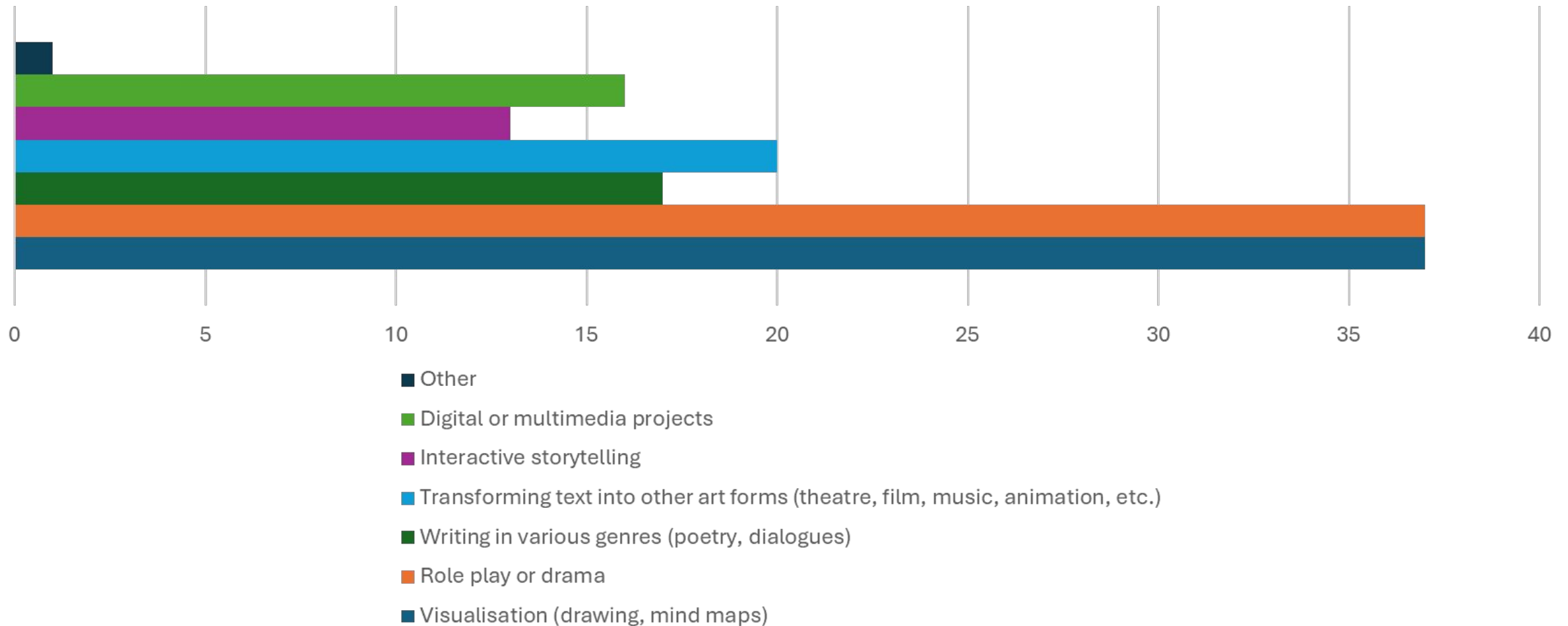
# Importance of creative reading acquisition in literacy development (N=98)



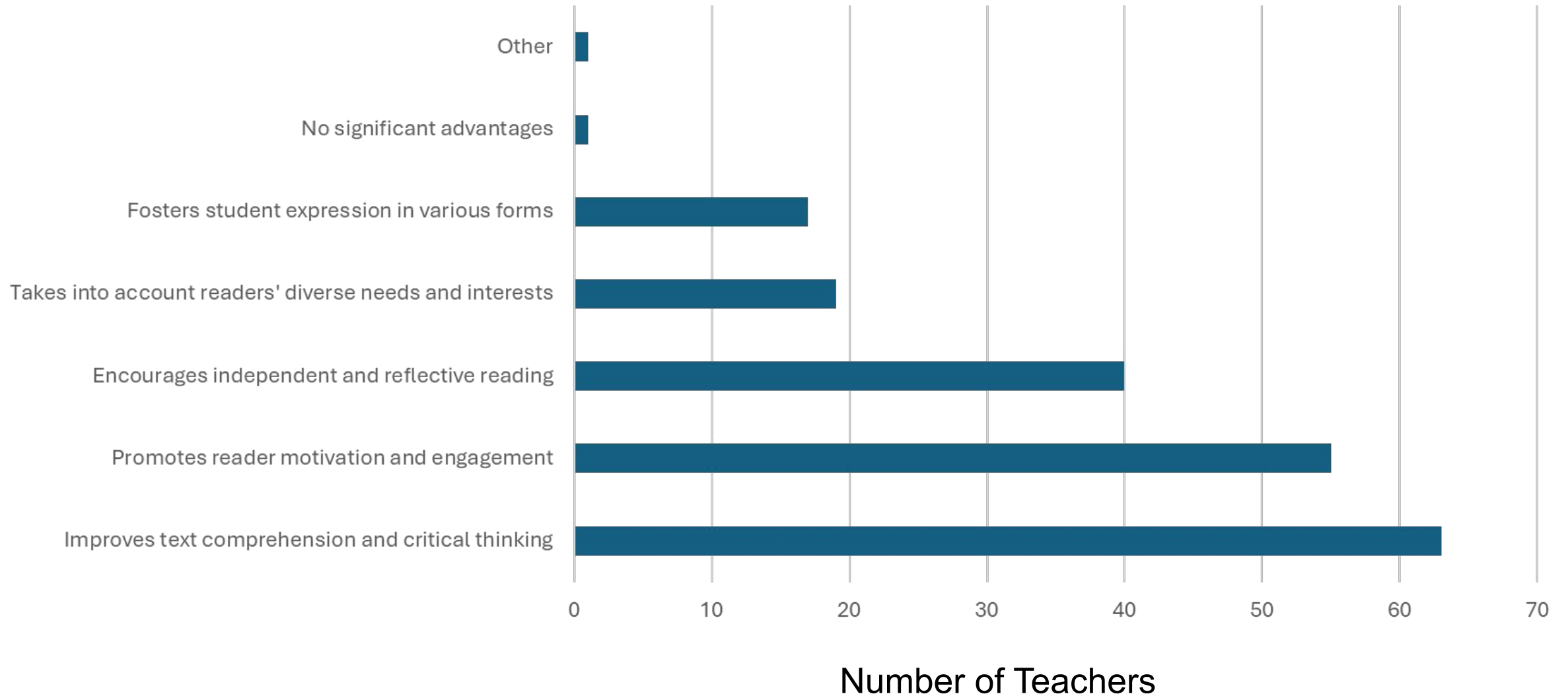
# Frequency of Using Creative Methods in Teaching (N=98)



# Use of Creative Reading Methods (N=98)



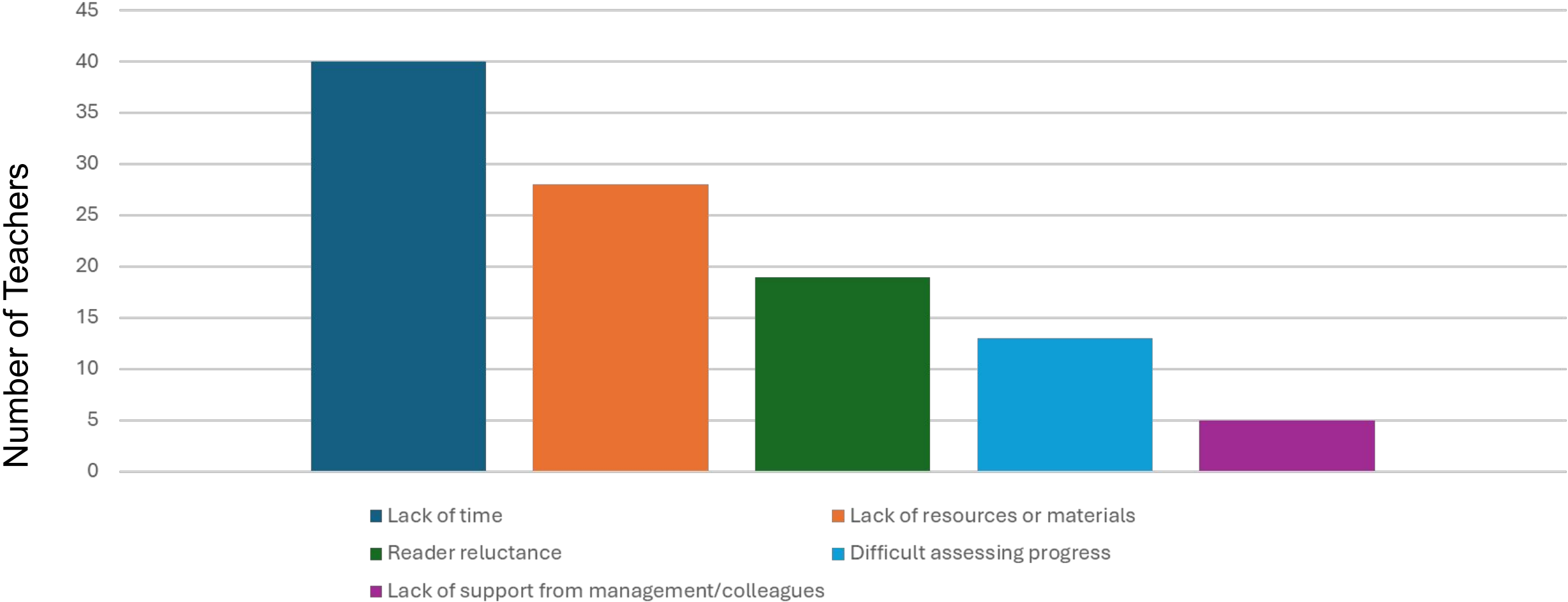
# Advantages of creative reading methods (N = 98)



# Most Successful Creative Reading Methods Reported by Teachers (N=98)

Category	Examples from Responses	Count
<b>Role play / Drama / Dramatization</b>	role play, drama, reading in roles, dramatization, etudes, intonation play	<b>27</b>
<b>Visualisation</b>	drawing, text illustration, mind maps, creating presentations/booklets, text visualisation	<b>20</b>
<b>Writing in various genres</b>	poetry, dialogues, creative writing courses	<b>6</b>
<b>Text transformation to other art forms</b>	theatre adaptation, story continuation, multimedia	<b>4</b>
<b>Interactive storytelling / games</b>	group reading circle, game-based activity, story retelling	<b>3</b>
<b>Critical/reflective thinking</b>	critical thinking tasks, imaginative reading for emotional connection	<b>2</b>
<b>No answer / not used / unsure</b>	no experience, not applied yet, cannot evaluate	<b>37</b>

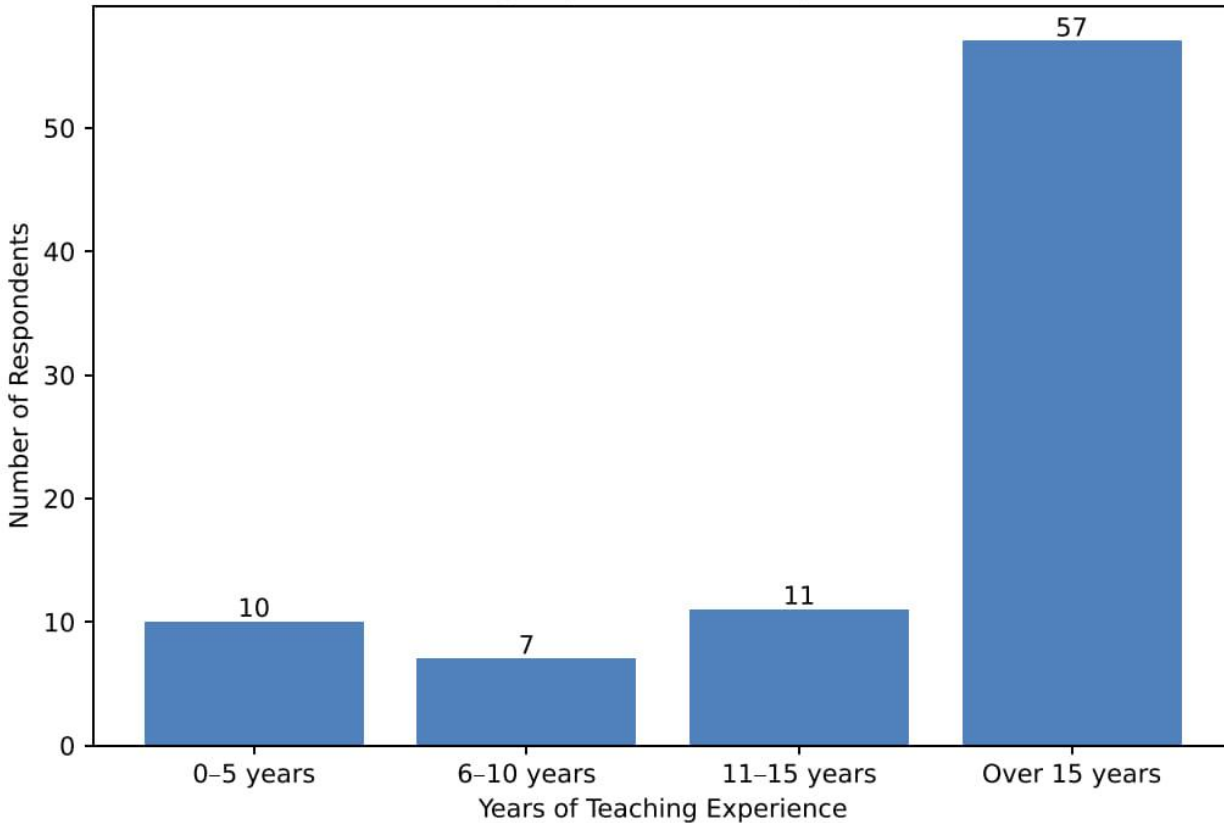
# Challenges of Implementing Creative Reading (N=98)



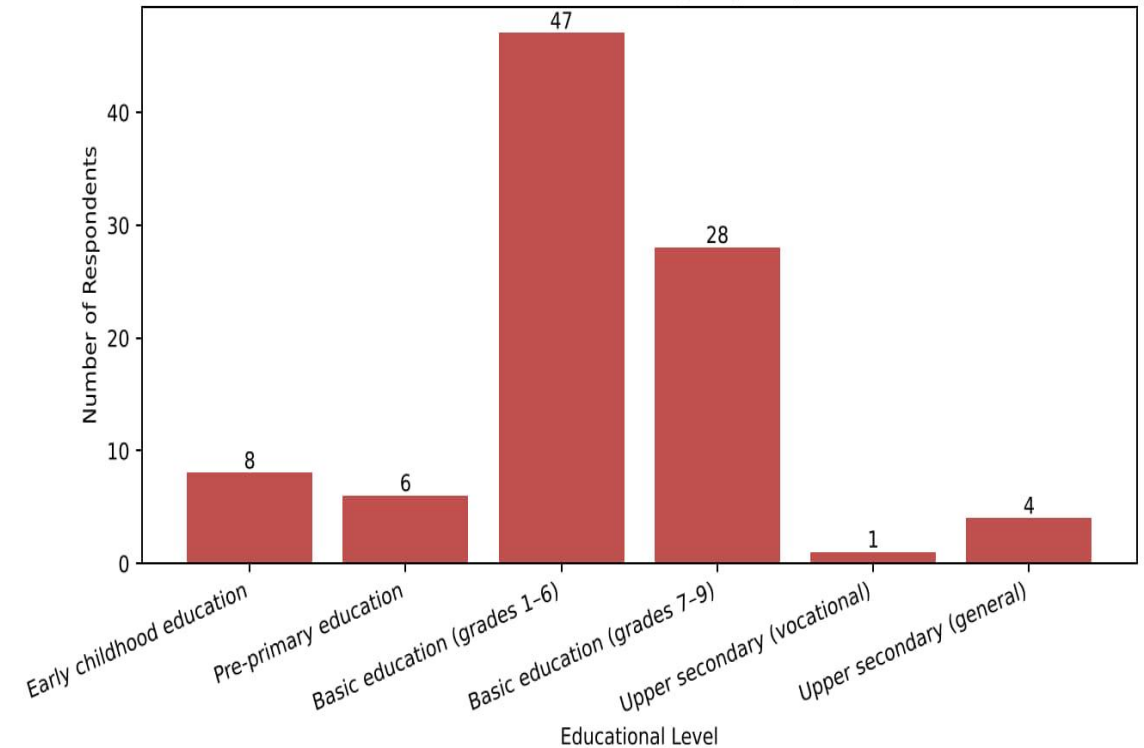
# 3. Country-specific results – Finland

# Background information of the data

Teaching Experience of Respondents



Main Educational Level Taught by Respondents



Nearly 60 % of Finnish respondents have attended to the education of creative literature methods. 25 % of the respondents use regularly the creative literature methods.

# What comes to your mind when thinking of creative literacy? How do you value it?

## **Enhancing Creativity**

40% of respondents associate creative literacy with boosting imaginative expression and creativity in education.

## **Supporting Language Development**

30% believe creative literacy strengthens reading and writing skills through innovative, engaging methods.

## **Improving Student Engagement**

20% feel creative literacy makes learning more interactive and enjoyable, enhancing student participation.

## **Varied Understanding**

10% were unsure or had diverse views, reflecting varied interpretations or unfamiliarity with creative literacy.

## **High Importance Perception**

60% of educators view creative literacy as very important for developing reading and writing skills.

## **Moderate Importance Recognition**

25% of respondents consider creative literacy somewhat important, balancing it with other teaching priorities.

## **Minor Neutral and Negative Views**

15% of educators are neutral or see little importance in creative literacy education in their teaching.

# Greatest Benefit of Creative Literacy

## **Supports Creativity**

Half of educators value creative literacy for fostering students' imaginative thinking and creativity.

## **Improves Reading and Writing**

Creative literacy methods enhance core reading and writing skills effectively among students.

## **Increases Student Motivation**

These methods boost student motivation by making learning more engaging and meaningful.

# Use of Creative Literacy Methods

## **Widespread Adoption**

70% of educators reported using creative literacy methods, showing strong integration in classrooms.

## **Barriers to Use**

30% of educators do not use creative literacy due to lack of training, resources, or support.

## **Opportunities for Growth**

Professional development and resource sharing can expand creative literacy's reach in education.

# Methods Used in Creative Literacy

## **Drama-Based Methods**

Sixty percent of educators use drama-based methods like role-playing to enhance text comprehension and engagement.

## **Storytelling Techniques**

Half of educators employ storytelling to harness narrative's power for student engagement and meaning-making.

## **Visual Arts Integration**

Forty percent use visual arts such as drawing and painting to support and enrich literacy learning.

## **Additional Creative Methods**

Other methods include poetry writing, music, and collaborative writing to cater to diverse learning styles.

# Challenges of use

## **Lack of time**

Over sixty percent of educators see that the instruction following by basic curriculum takes much time.

## **Lack of resources, physical spaces, and materials**

## **Administration, colleagues or parents aren't the barriers of using the creative literacy methods**

# 4 Discussion: Some notions of the similarities and differences between countries

## Trends in three countries

- Approximately 13 - 25 % of teachers reported to use creative methods regularly; over 50 % occasionally.
- The main barriers to use the creative methods are time constraints (Latvian, Finland, Estonia) and insufficient resources or materials (Latvian, Finland).

# Conclusion

- Creativity was seen as a catalyst for motivation and engagement. Teachers observe that creative reading methods help students connect emotionally to texts and sustain their interest in reading.
- Teachers emphasize that combining reading with drama, art, or multimedia encourages students to interpret and evaluate texts more deeply, improving both understanding and critical thinking skills.
- Targeted training and resource support could help teachers overcome challenges and integrate creative literacy practices more confidently and consistently.