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DEVELOPING CREATIVE WRITING COMPETENCE IN PRIMARY SCHOOL PUPILS THROUGH INFORMATION AND COMMUNICATION TECHNOLOGIES

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CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance of the research topic and importance of the problem addressed. As contemporary education undergoes profound change, increasing emphasis is placed on developing the key competences that enable pupils to adapt to the demands of a society built on knowledge, innovation and the use of digital technologies. These changes call for a reappraisal of teaching strategies for developing communicative competence, creativity and digital literacy from primary school onwards.

National and international education policy documents highlight *the need to develop communicative and digital competences* from primary school onwards, regarding them as essential to future citizens' personal, social and professional development. *UNESCO's reference documents on digital education and Strategia de Transformare Digitală a Republicii Moldova 2023 – 2030* [34] promote the use of modern technologies to improve the quality of education and develop twenty-first-century competences. In this context, *creative writing competence* is an important aspect of communicative competence because it enables pupils to express ideas, emotions and experiences in ways that are original, coherent and appropriate to different communicative situations. At primary school age, it fosters imagination, divergent thinking and creativity, enabling pupils to explore different ways of expressing themselves in writing. Romania's current regulatory framework, established by Legea învățământului preuniversitar nr. 198/2023, identifies *functional literacy and digital competences* as priorities for compulsory education, thereby supporting the early development of written communicative competence [22].

The relevance of this issue is borne out by the provisions of Curriculumul Național Învățământul primar, particularly specific competence 4, 'Producing simple messages in communicative situations, showing a tendency towards self-monitoring and a creative attitude', which underlines the importance of original expression and the creative use of language [10]. Similarly, Programa școlară pentru disciplina Limba și literatura română, clasele a III-a – a IV-a sets out general competence 4, 'Writing messages in a variety of communicative situations', which includes composing short functional and imaginative texts [33]. *Ghidul metodologic pentru aplicarea programei școlare de Limba și literatura română din aria curriculară Limbă și comunicare – învățământ primar* encourages teachers to use digital tools in writing activities [15]. Together, these documents confirm the need to develop writing and creative expression progressively, at a time when information and communication technologies (ICT) offer new opportunities to stimulate pupils' creativity and broaden the range of writing activities.

The rapid digitalisation of education and the need to use ICT in teaching, learning and assessment make the topic particularly relevant. Integrating ICT into creative writing offers pupils a variety of opportunities to explore, collaborate and express themselves through educational applications, digital platforms and interactive multimedia resources. In Romania, similar priorities are set out in *Strategia privind digitalizarea educației din România 2021–2027*, which promotes the integration of digital technologies at all levels of education [35].

Using ICT to develop creative writing competence increases motivation to learn, helps teachers personalise instruction and allows each pupil to draw on their creative potential. Digital environments give pupils access to a range of educational resources and create authentic communicative situations in which they can write texts, take part in collaborative activities and develop their capacity for self-expression. Creative writing thus supports the development of communicative competence as well as digital, social and cognitive competences.

The development of creative writing competence in primary school pupils can no longer be confined to traditional approaches based on handwriting exercises or guided reading. Digital tools give pupils access to a wealth of interactive educational resources that facilitate learning, encourage imagination and cultivate the ability to express ideas in their own way. Digital platforms, educational applications and interactive games offer a stimulating environment for creative thinking, encouraging pupils to experiment, learn through play and develop their capacity for self-expression.

Primary school pupils need to learn both to write accurately and to think critically and creatively. Information technologies can improve the technical aspects of writing while also fostering flexible, innovative thinking. Digital environments allow pupils to create interactive stories, write collaboratively or express their ideas through different media, from written texts to visual and audio presentations. Digital resources therefore support teaching and encourage a positive attitude towards learning by engaging pupils in a dynamic and stimulating process.

Current trends in education worldwide also underline the importance of this topic: they favour education centred on the child and their needs over a uniform model of instruction. By using digital tools in the classroom, teachers can tailor instruction to each child's characteristics and pace of learning. Developing creative writing competence thus becomes more accessible, and pupils receive greater support in developing their expressive skills.

Learning creatively through information and communication technologies also broadens pupils' outlook and develops skills essential to their future professional lives, including critical thinking, problem-solving, effective communication and collaboration. When encouraged to write creatively, pupils learn to ask questions, explore ideas and articulate their thoughts coherently. These abilities matter both in primary education and in preparing children to become adults capable of meeting the challenges of a constantly changing environment.

The use of technology in education also helps develop the social and emotional skills essential to pupils' balanced development: digitally mediated interactions give them an opportunity to express themselves freely and creatively, while making learning more engaging and varied. The result is greater interest in educational activities and a greater willingness to explore new ways of learning and expressing themselves.

Creative writing also develops fundamental cognitive skills: analysing, synthesising and evaluating information. When challenged to write creatively, pupils gradually learn to organise their thoughts logically, formulate questions and explore ideas of their own. These competences extend beyond primary education and, over time, help pupils develop the capacity to adapt to a continually changing environment.

State of research in the field and identification of the research problem

The development of pupils' written communicative competence is a major area of interest in contemporary educational research. In language education, the development of communicative competences is addressed in the work of V. Flueraș [11], A. Pamfil [28], and M. Norel and F. Sâmihăian [26], among others.

In the Republic of Moldova, *aspects of language and literature education* and of communicative competence have been investigated by Vl. Pâslaru [31; 32], M. Hadîrcă [20], V. Goraș-Postică [17], T. Cartaleanu [8], O. Cosovan [8], C. Șchiopu [36], M. Marin [24; 25], S. Golubițchi [16; 25] and other researchers in education sciences. Their work highlights the importance of developing oral and written communicative competence, textual competence and pupils' ability to produce coherent, expressive texts appropriate to different communicative situations.

Vl. Pâslaru understands *communicative competence* as a process of integrating, adapting, mobilising and transferring knowledge across communicative situations. He emphasises that the literary text under study gives pupils the knowledge of literature and reading essential to creative work [31]. A. Ghicov proposes a *relational approach to reading and writing* in which readers interact actively with the text within a network of meanings, acquiring the status of 'expert reader' [14]. M. Hadîrcă defines *multiple literacy* as a person's ability to draw on *reading, comprehension and writing competences* to produce, interpret and critically evaluate multimodal texts that integrate several semiotic systems, including verbal language, images, symbols, sounds and graphic elements. This understanding of literacy extends beyond traditional reading and writing, highlighting the importance of integrating and interpreting different modes of communication in a range of contexts [20, p. 91]. T. Cartaleanu takes a holistic view of the creative writing course: writing exercises

increase in complexity and are designed to develop lasting *writing competence*, with continuity across stages of education [6]. T. Cartaleanu, V. Goraș-Postică and L. Handrabura treat *young pupils' difficulties with reading and writing* as related obstacles that require integrated teaching of both aspects of communication through text [7]. T. Cartaleanu, O. Cosovan and V. Goraș-Postică show that interactive teaching strategies develop communicative competences, including written communication, effectively when pupils produce texts in meaningful communicative situations rather than through decontextualised exercises [8]. C. Șchiopu argues that *creative writing abilities* develop through increasingly demanding literary writing tasks that require pupils to take on the role of author; their writing competence is strengthened through dialogue with the literary text under study [36]. M. Marin defines *written communicative competence* as the ability to draw on and apply knowledge when composing written messages, taking account of purpose and context. To develop this competence, pupils must acquire and deepen their knowledge of the writing process and the contexts in which writing takes place, and learn to use appropriate writing strategies. This involves familiarising pupils with typical text structures and the linguistic features of different text types so that they can produce coherent, accurate messages appropriate to the communicative situation [25, p. 11]. M. Marin and S. Golubițchi examine the development of writing competence in primary education from the perspective of criterion-referenced assessment, proposing descriptors that make progress apparent in the content, structure and accuracy of pupils' texts [25]. V. Goraș-Postică maintains that interactive methods of teaching, learning and assessment provide the best context for developing communicative competences, as pupils practise writing messages in interaction with others [17]. In M. L. Gavriluț's account, developing creative writing ability in primary school pupils means helping them to express ideas, feelings and experiences in original and personal ways by drawing on their imagination, creative thinking and linguistic resources [13].

In her overview of communicative competence, M. Hadîrcă identifies two fundamental activities: understanding texts and producing them, both orally and in writing. Writing thus constitutes the productive mode of communication, complementing reading, listening and speaking [20, p. 54]. In her analysis of subject-specific competences, she highlights the production of written texts of different kinds and in a range of media, 'showing creativity and responsibility for one's own expression'. This formulation links written communicative competence directly to creative expression and to the range of media in which it occurs, including digital media [ibid., p. 67].

In Romanian language pedagogy, writing is treated as central to *written communicative competence*. A. Pamfil sees writing as central to the teaching of Romanian in primary school. She takes 'learning to write by writing' as the organising principle and stresses the importance of linking writing with reading and oral communication so that written communicative competence develops in authentic communicative situations [28]. C. Parfene regards *school composition* as a comprehensive exercise in expression that brings together linguistic knowledge and gives scope to pupils' creative potential; writing is thus the most faithful indication of their level of written communicative competence [29]. In I. Șerdean's approach, *developing written communicative competences in primary education* entails gradually building writing skills as pupils master specific techniques and draw on the distinctive features of Romanian in the learning process. Writing is both a fundamental instrumental skill and a means of developing pupils' capacity for expression and communication [37]. Em. Ilie classifies writing activities and argues that *imaginative and reflective writing* should be cultivated alongside functional writing, since together they cover the full range of written communicative competence [21]. S. Nuță observes that learning to express oneself accurately in writing in the primary grades involves progressing from reproducing models to composing one's own message, with particular attention to expanding vocabulary and organising sentences logically. M. Badea examines two strategies for developing writing competence: *self-correction and peer correction*. She considers them essential because they foster autonomy, active involvement and pupils' capacity to monitor and remedy their own errors when revising [1].

M. Manolescu explores *innovative approaches to assessing writing in primary education*, showing how digital platforms can support formative monitoring of progress in writing competence through immediate feedback and transparent criteria [23].

International research approaches this issue from several perspectives. F. Vincent provides an updated model of *writing competence,* defining it as the set of cognitive, linguistic, social and affective components brought into play when producing a text [51]. In examining the history and issues of *writing instruction*, Y. Reuter rejects the notion of writing as an innate 'gift' and redefines it as a practice that can be learned systematically, thereby opening the way for process approaches to writing instruction [50]. M. Scardamalia and C. Bereiter conceive of *writing as a means of constructing knowledge:* in moving from 'knowledge telling' to 'knowledge transforming', pupils restructure their thinking as they write, and writing competence becomes a cognitive competence [44]. R. T. Kellogg and colleagues show that *the development of writing competence* follows the pattern of expertise development: it requires deliberate practice over time and careful management of the novice writer's cognitive load [42]. K. Hyland reviews research into *the teaching of writing*, showing that written communicative competence develops at the intersection of process (the stages of writing), genre (the conventions of text types) and social context (the actual recipient of the message) [41].

A new strand of research concerns *the integration of information and communication technologies into education.* The digitalisation of education and the use of technologies for learning are addressed in UNESCO and European Commission documents and in research by educational technology specialists. In the Republic of Moldova, the use of information and communication technologies in teaching, learning and assessment is supported by Cadrul de Referință al Curriculumului Național and Curriculumul Național Învățământul primar [10], which promote digital competence and the use of modern educational resources to develop key competences.

At European level, this aim is supported by the European Commission's DigComp 2.1 framework, which organises digital competence into five areas: *information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving*. It thus provides a common reference point for developing and assessing the digital competences of pupils and teachers [39].

As T. Bushnaq and M. Cojocaru-Borozan point out, developing teachers' research competences in the age of digital culture is a fundamental prerequisite for pedagogical innovation and entails combining reflection on professional practice with the critical use of digital technologies and tools [5, p. 62].

T. Șova and A. Bețivu argue that teaching must be reconfigured to reflect the psychological and educational profile of 'digital natives', whose learning characteristics call for interactive, contextualised strategies [38].

A review of the literature identifies substantial research into ICT in primary education by A. Gremalschi [18; 19], A. Braicov [2; 3; 4; 18; 19], S. Corlat [18; 19], M. Pavel [30], T. Veveriță [3; 18; 19; 46] and others.

A. Gremalschi, A. Braicov, S. Corlat and T. Veverița contribute to digital teaching materials for primary education by producing guides and textbooks on digital education that use interactive applications to develop pupils' digital competences [18; 19]. M. Pavel examines the integration of information technologies into initial and continuing teacher education, emphasising the role of e-learning platforms in addressing challenges specific to higher education [30].

These efforts are exemplified in the early primary grades by the 'Educație digitală' pupil workbooks developed by A. Gremalschi, A. Braicov and S. Corlat for Grade 1. The workbooks structure the development of primary school pupils' digital competences in line with the national curriculum and foster responsibility and creativity from the outset of schooling [18; 19].

T. Veveriță and A. Braicov compare the design and implementation of *Digital Education in primary schools*, examining Moldova's curriculum in relation to international practice and the European DigComp

2.2 framework. Their study examines the digital competences targeted, the curriculum content and the digital educational resources intended for primary school pupils [46].

Nevertheless, few studies examine the theoretical and methodological foundations for developing primary school pupils' creative writing competence through digital media. In particular, insufficient attention has been given to the pedagogical conditions, teaching strategies and models for integrating digital tools that might support creativity and written expression in primary education. The following **tensions** can therefore be identified:

✓ between the demands of contemporary curricula and digital society for primary school pupils to develop creative writing and digital competences, on the one hand, and the limited theoretical and methodological grounding for using information and communication technologies to develop creative writing competence, on the other;

✓ between the need to develop creative writing competence in primary education and the limited use of information and communication technologies;

✓ between the need to prepare pupils for national assessments and the shortage of activities intended to develop creative writing competence.

These tensions give rise to the following **research problem**: what theoretical and practical foundations can support the development of creative writing competence in primary school pupils through the use of information and communication technologies?

The aim of the research is to establish, on a scientific basis, and to apply in practice the theoretical and praxeological foundations for developing pupils' creative writing competence through information and communication technologies in primary school language education.

Research objectives:

1. To identify the theoretical foundations of creative writing competence and the ICT suitable for language education at primary school;
2. To develop the scholarly understanding of the concept of *creative writing competence*;
3. To design the pedagogical conditions for using ICT to develop creative writing competence in primary school pupils;
4. To establish experimentally the characteristics of the development of creative writing competence and its initial level in primary school pupils;
5. To conceptualise and apply in practice the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*;
6. To design and experimentally validate the *Methodological Approach to Developing Creative Writing Competence in Primary School Pupils through ICT*.

Research hypothesis: the development of creative writing competence in primary school pupils will be effective if:

- the theoretical foundations of creative writing competence are established;
- the distinctive characteristics of information and communication technologies are identified;
- the principles, factors, criteria and pedagogical conditions for developing pupils' creative writing competence are identified;
- the study develops and implements the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies;*
- the *Methodological Approach to Developing Creative Writing Competence in Primary School Pupils through ICT* is put into practice.

The research methodology comprises theoretical methods (analysis and synthesis of the theories, concepts, ideas and perspectives of researchers in the field; the hypothetico-deductive method; comparative analysis); interpretative methods (analytical hermeneutics, quantitative and qualitative data analysis, interpretation of quantitative data and the structuring of figures and tables for interpretation); empirical

methods (observation, conversation, testing, questionnaires and a pedagogical experiment); and methods of statistical calculation.

The scientific novelty and originality of the research are demonstrated by**:** identifying the theoretical and methodological foundations for developing creative writing competence; clarifying the theoretical substance and developing the scholarly meaning of the concept of *pupils' creative writing competence* in the primary grades; conceptualising and establishing the research basis for the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*; and designing the *Methodological Approach to Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*.

The findings that contribute to addressing a significant research problem in the field concern the generation of new research knowledge specific to primary education pedagogy as reflected in the definition of creative writing competence (CWC) in primary school pupils; the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*; and the *Methodological Approach to Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*. These contributions help make language education in primary schools more effective.

The theoretical significance of the research is demonstrated by: examining established epistemological approaches in competence-based pedagogy and explaining the scholarly meaning of the study's key concepts in primary language and literature education; identifying and describing opportunities to use information and communication technologies to develop CWC; and explaining the conceptual foundations of the research as embodied in the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies.*

The practical value of the research lies in: identifying the pedagogical conditions needed to develop CWC; identifying significant instances of ICT use in primary education; designing instruments for assessing and experimentally developing CWC; diagnosing levels of CWC and describing how it develops in pupils; designing, validating and interpreting the experimental data on the effectiveness of the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies* as implemented in primary education through the *Methodological Approach to Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies;* and formulating research conclusions and methodological recommendations for primary school teachers.

Implementation of the research findings. The experimental study involved 121 primary school pupils and 79 teachers from Constantin Brâncoveanu Primary and Lower Secondary School No. 23 and Mihail Koiciu Primary and Lower Secondary School No. 10, Constanța County, Romania.

Presentation of the research findings: the central arguments and findings were presented to the academic community in papers delivered at national and international scientific events: *Types of Creative Writing in Primary Educational Contexts*, 13th International Scientific Conference 'Literature, Discourse and Multicultural Dialogue', 13–14 December 2025, Târgu Mureș; *Tipuri de scriere creativă la clasele primare,* 2nd International Scientific Conference 'Cercetarea pedagogică: Exigențe contemporane și perspective de dezvoltare', 8–9 November 2024. Chișinău: Ion Creangă State Pedagogical University of Chișinău; *Competența de scriere creativă ca dimensiune lingvistică*, Annual Doctoral Students' Scientific Conference 'Cercetare, Inovare, Dezvoltare', 27–28 September 2024, Chișinău; *Aplicarea tehnologiilor digitale în cadrul orei de limba română la învățământul primar,* International Scientific and Practical Conference 'Știință. Educație. Cultură', marking the 35th anniversary of Comrat State University, 12 February 2026; *Rolul tehnologiilor informaționale și comunicaționale în dezvoltarea competențelor digitale ale elevilor,* International Scientific and Practical Conference, Comrat, 7 November 2025.

Publications on the thesis topic: the research is presented in 9 scholarly publications: 4 articles in specialist journals, 4 papers at national and international scientific conferences, and one methodological guide.

Length and structure of the thesis: the study comprises 164 pages of main text and includes an introduction, three chapters, general conclusions and recommendations, bibliographical references (220 titles), an abstract (in Romanian and English) and appendices. The thesis contains 38 tables and 18 figures.

Keywords: creative writing, creative writing competence, creative text, language education, communicative competence, primary school pupils, information and communication technologies (ICT), process approach, multimodal approach, ICT-mediated learning.

THESIS CONTENT

The ***Introduction*** sets out the relevance and importance of the research topic and establishes the conceptual, methodological and praxeological framework of the study. It also situates the topic within national and international research through an overview of the principal studies in the field and the contributions of leading authors. It examines the premises and conditions that gave rise to the research problem and states the problem, aim, objectives and hypothesis. It also describes how the findings were implemented and validated, together with the length and structure of the thesis.

In Chapter 1, ***Theoretical and Methodological Foundations of Creative Writing Competence in Primary School Pupils in the Context of Language Education,*** we examine creative writing and the competence it entails. Four complementary perspectives on creative writing emerged: *literary and artistic, cognitive, educational, and affective and expressive*. Each contributes to a holistic view of writing in the classroom.

These conceptual distinctions raise the question of how the literature defines and interprets *creative writing competence* in terms of its constituent elements and the abilities it entails. In the *Dictionary of the Didactics of French as a Foreign and Second Language*, *creative writing* has no separate section in the entry on writing. That entry defines writing in its broadest sense without addressing the distinctive features of creative writing in the teaching of French as a second language. Instead, the *inventive dimension* is addressed under creativity, defined as a set of techniques intended to activate expressive motivation and inventive resources in individual pupils and in the class as a whole [48, pp. 61–62]. T. N. Fitria argues that *creative writing is a competence* that everyone possesses and can develop through practice [40, p. 5].

In the international literature, *creative writing competence* is often referred to as *creative writing skills*, a term associated with the development of the ability to produce original, expressive and coherent texts. The distinction is significant: *skills* is used mainly in approaches that focus on particular abilities and techniques, whereas ‘competence’ has a broader meaning.

F. A. E. Mohammed uses the term *creative writing competence* to describe the knowledge, skills, abilities and behaviours that learning seeks to enhance in order to develop the individual’s ability to apply flexible writing skills appropriate to different tasks and genres; organise a text into a coherent, readable whole; create original fiction and non-fiction; and critique and analyse several genres of writing [43, p. 236]. A. C. Dewi describes *competence in creative writing* in terms of both ability and awareness of the process by which creative thinking transforms ideas into well-crafted, engaging texts [cited in 40, p. 3].

On this basis, we define ***the development of creative writing competence*** as *an intentional, systemic and progressive pedagogical process that guides primary school pupils from reproducing textual models to composing original texts independently.*

Figure 1 gives visual form to this definition in a structural and functional model based on the logic of an open input–process–output system. The starting point (‘the primary school pupil as the person carrying out the task’) represents the initial state of the system. The central block (‘developing creative writing competence’) represents the process of transformation. The outcome (‘the pupil as a conscious author of their own text’) represents the final state.

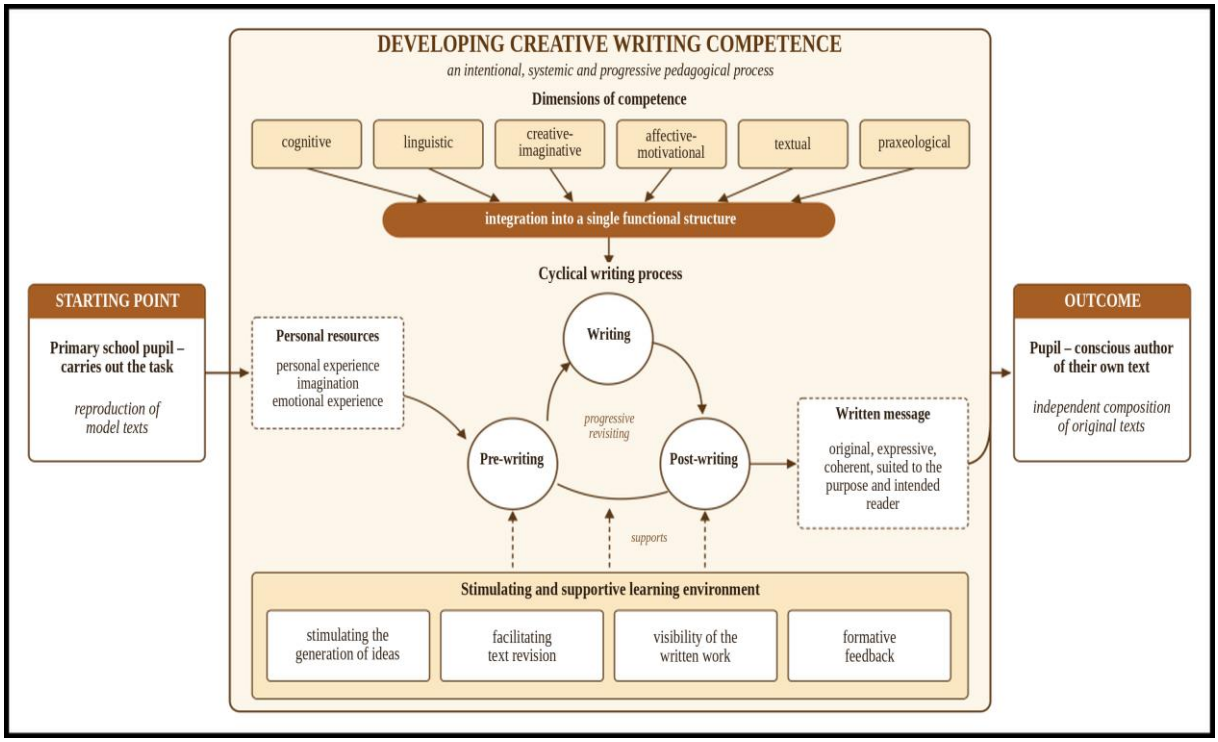

Figure 1. Pedagogical configuration of the development of creative writing competence

Analysis of these theoretical perspectives shows that *creative writing competence* extends beyond the technical ability to write a text. It involves a complex process of generating, selecting and organising ideas and giving them shape in original, coherent and expressive texts.

Drawing together the defining features of *creative writing competence, we propose the following fundamental dimensions*, which reflect its complex and integrative nature: cognitive, linguistic, creative-imaginative, affective-motivational, textual and praxeological (operational).

We also identified the principles, factors, criteria and pedagogical conditions for developing creative writing competence in primary school pupils; the types of creative writing specific to this age group – *narrative, descriptive, poetic, reflective, functional-creative and digital* – were analysed from a methodological perspective.

Chapter 2, ***Methodological Approaches to Using Information and Communication Technologies to Develop Creative Writing Competence in Primary School Pupils***, examines the distinctive features of ICT in primary education. It analyses how the use of these technologies has evolved in primary schools and considers the pedagogical principles that underpin their integration into teaching and learning – *active, collaborative, differentiated, discovery-based, contextualised and autonomous learning* – as well as the benefits and challenges of using digital environments to teach pupils of primary school age.

T. Verevița and A. Braicov observe that 'pupils of this age come into contact with digital technologies increasingly early' [46, p. 447]. One of the main benefits of ICT in primary education is *access to a variety of information sources* [9]. These technologies enable pupils to explore a range of educational resources, extending opportunities for learning beyond the limits of traditional teaching methods.

M. Warschauer and R. Kern demonstrate the potential of network-based language teaching to develop written communicative competences [47], while M. F. Slot relates textual competence to the ability to understand, use and produce multimodal texts [45].

The chapter provides a detailed classification of ICT tools used in primary education: *educational applications and software, interactive platforms and whiteboards, multimedia resources, mobile applications and educational games, and platforms for digital assessment and immediate feedback.*

Quizizz is a web application with a free version for creating interactive tests and quizzes [12, p. 46]. Pupils answer questions in a competitive setting, which improves their attention and concentration. *Book Creator* enables pupils to create digital books in any subject, engaging all their learning styles: visual,

auditory and kinaesthetic [12, p. 32]. Pupils can produce digital portfolios or integrated projects that showcase creative writing and multimodal expression [55, p. 175].

Criteria for selecting ICT resources for teaching are established and the role of these resources in developing pupils' critical thinking and creativity is described. The chapter sets out the construction of the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*, designed to develop pupils' creative writing competence with the support of digital environments. It comprises five interdependent levels: *the conceptual foundations of creative writing; creative writing competence and its structural components; the integration of ICT into the development of creative writing competence; types of creative writing; and the assessment of creative writing competence*. In this integrated pedagogical approach, the five levels are complementary dimensions of a single, dynamic learning process rather than isolated or strictly successive stages. The *conceptual foundations* provide the theoretical and methodological basis for designing learning activities; *the structural components of competence* guide the intended learning outcomes; and *information and communication technologies* make it possible to diversify learning experiences and forms of creative expression. The *types of creative writing* provide different contexts in which pupils can practise and develop their expressive potential, while *assessment* identifies progress, establishes how far competence has developed and informs ongoing adjustments to teaching.

The first level – *Conceptual foundations of creative writing – provides the theoretical and methodological basis for the model*. It brings together literary and artistic, cognitive, educational, and affective and expressive approaches to creative writing; its characteristics and functions; educational theories and paradigms; and the principles of ICT integration. On this basis, creative writing is understood as a complex activity involving exploration, meaning-making, personal expression and the development of the pupil's imaginative potential.

The second level – *Creative writing competence and its structural components* – is the core of the model. It comprises three interdependent components: attitudes, abilities and knowledge. The attitudinal component encompasses motivation, emotional engagement, confidence and assuming the role of author. The abilities component involves generating and organising ideas, planning, drafting, revising and using digital resources creatively. The knowledge component comprises declarative and procedural knowledge of the characteristics of creative texts, the stages of writing, the distinctive features of text types and the conventions of digital communication. The interaction of the three components supports the development of an integrated competence, evident in pupils' ability to write texts that are personal and appropriate to the communicative situation.

The third level – *Integrating ICT into the development of creative writing competence* – highlights the technological and functional dimensions of the model. Digital resources are used in accordance with the three stages of the writing process: pre-writing, when ideas are generated and organised; writing, when texts are drafted, edited and illustrated using different modes; and post-writing, when pupils revise, publish and use feedback. This level is put into practice through 'Aventura Poveștilor Digitale', a 36-week project organised into four successive stages, from getting started and generating ideas to integrating learning, collaborating, revising and compiling a digital portfolio.

The fourth level – *Types of creative writing – has an operational function*, specifying concrete ways of practising and developing the competence. The model draws on six types of writing: narrative, descriptive, poetic, reflective, functional-creative and digital (multimodal). This variety gives pupils different contexts in which to express themselves, stimulates their imagination, originality and linguistic flexibility, and helps them transfer what they have learnt to different communicative situations.

The fifth level – *Assessment of creative writing competence* – serves to monitor, evaluate and guide pupils' progress. Both the texts produced and the writing process are assessed against six dimensions: cognitive, creative-imaginative, linguistic, textual, affective-motivational and praxeological. Baseline,

formative and summative assessment are used alongside assessment rubrics, observation, self-assessment, peer assessment and portfolios. The indicators distinguish three levels of competence – low, intermediate and high – making it possible to identify what pupils have learned, where they encounter difficulties and what differentiated support they need.

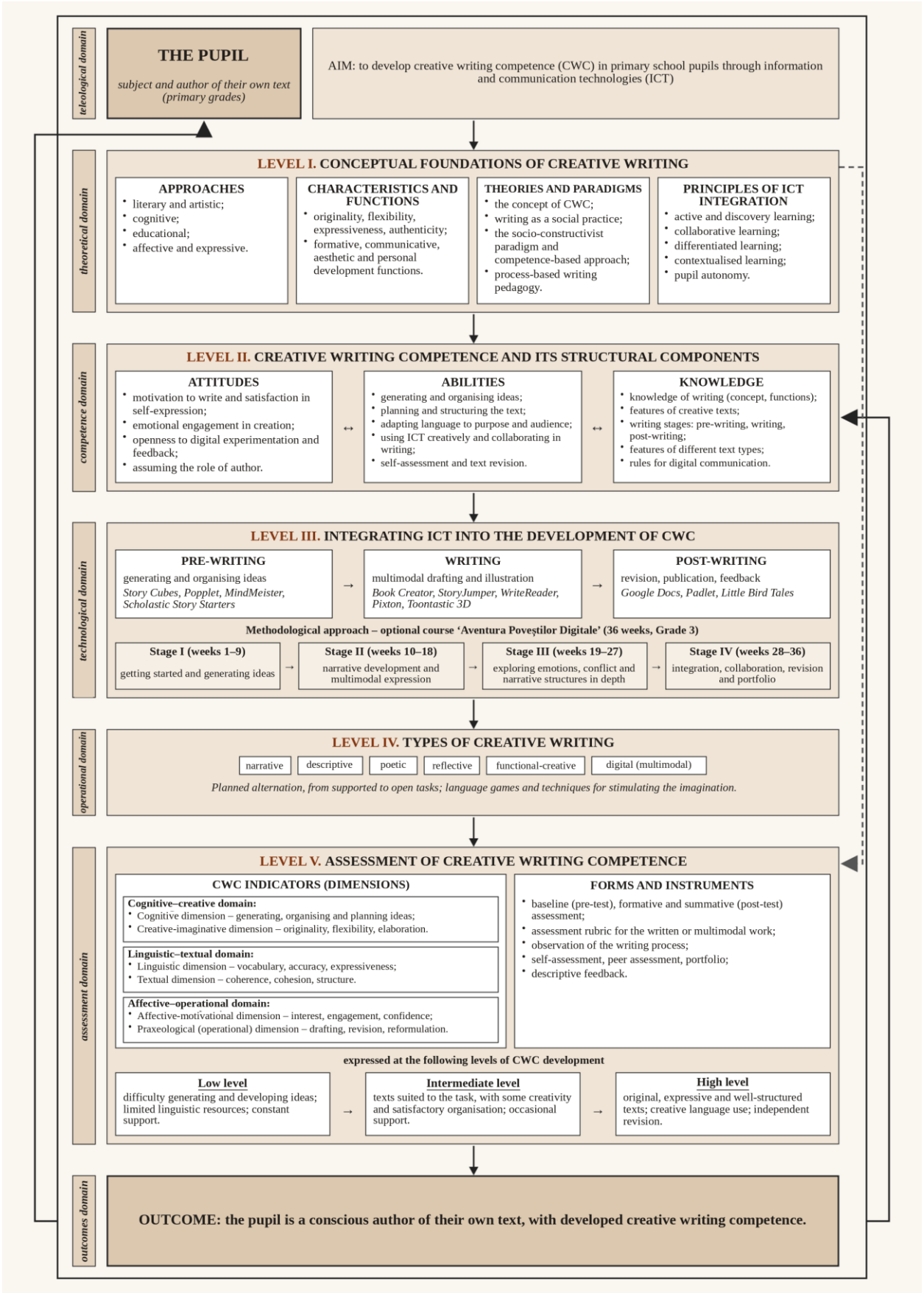

Figure 2. Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies

Together, the five levels form an integrated pedagogical system in which the conceptual foundations guide the development of the components of competence, ICT supports text production, different types of writing provide contexts for applying learning, and assessment enables teachers to monitor progress and adjust instruction. Feedback and self-regulation make the model dynamic, allowing strategies to be adapted continually to pupils' characteristics and needs. The intended outcome is a pupil who writes independently and consciously as the author of their own texts: someone who can generate original ideas, organise them coherently, draw expressively on the resources of language and digital media, and evaluate and improve their own work.

Chapter 3, ***The Experimental Dimension of Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies***, describes the stages of the pedagogical experiment.

***Objectives of the pedagogical experiment*:** to assess creative writing competence diagnostically at the outset in both the experimental and control groups; to carry out the intervention based on the M*ethodological Approach to Developing Creative Writing Competence*; to collect pupils' work that demonstrates this competence over the course of the experiment; and to compare the levels of creative writing competence attained by the two groups.

Baseline phase of the pedagogical experiment

Teachers: *questionnaire on the development of creative writing competence*

At baseline, teachers were invited to complete a questionnaire designed to identify their understanding of creative writing competence as a foundation for written communicative competence.

***Intended objectives*:** to establish the need for a teacher questionnaire and the value of the data for adjusting the intervention for pupils; and to analyse the questionnaire data and draw appropriate conclusions.

The questionnaire consisted of 8 items, some requiring open-ended responses, and was administered to a sample of 79 teachers participating in the study. Analysis of the results identified primary school teachers' conceptions, practices and methodological choices in developing pupils' creative writing competence. The indicators covered their understanding of the concept and its dimensions, types of exercise, teaching strategies, use of the stages of the writing process, choice of topics and ways of motivating pupils.

In *conceptualising creative writing competence*, 53.16% of respondents emphasised the ability to produce original, coherent and expressive texts, while 26.58% associated it with the integration of several competences developed by working with texts. These responses suggest a predominantly functional and communicative understanding of writing, but also point to the need for a more integrated view. As regards *the characteristics of the competence*, 35.44% of teachers mentioned creativity and originality, 17.72% clarity of expression, 16.46% grammatical accuracy and correct spelling, and 15.19% breadth of vocabulary. Textual coherence and cohesion (6.33%) and appropriateness to the communicative context (8.86%) accounted for smaller proportions. This suggests a need to balance the creative, linguistic and structural dimensions of writing.

With regard to *the dimensions of competence*, the linguistic and communicative dimension predominated (50.63%), followed by the metacognitive (22.78%) and cognitive (12.66%) dimensions. The social and emotional (10.13%) and formative and attitudinal (3.80%) dimensions were less prominent. This distribution suggests that teaching focuses mainly on linguistic resources and the ability to organise a text, with less attention given to expressing emotions, developing confidence and motivation, and assuming the role of author.

In classroom practice, respondents favoured free writing (60.76%), followed by guided writing (18.99%) and revision and self-assessment exercises (12.66%). Continuing and transforming a text were less frequently reported (5.06% and 2.53%, respectively). Similarly, teachers' strategies centred on activating prior knowledge (34.18%) and brainstorming (29.11%); outlining ideas (15.19%), exploratory

dialogue (8.86%) and guiding pupils through questions (6.33%) were used less. These findings point to the need for a broader repertoire, with regular opportunities to plan, continue, transform, revise and rewrite texts in ways that encourage flexibility of thought and autonomy.

Teachers unanimously recognised the importance of the stages of the writing process: *pre-writing, writing, revision and rewriting*. They regarded these stages as essential to organising ideas, developing content, ensuring coherence and progressively improving the written text. Yet the low frequency of revision and self-assessment exercises suggests a gap between recognising the importance of the writing process and making systematic use of all its stages in the classroom.

When selecting topics, teachers prioritised their educational and curricular relevance (29.11%) and their appropriateness to pupils' age and development (22.78%). Other criteria included drawing on personal experience (12.66%), the accessibility of the tasks (10.13%) and their formative and creative value (8.86%). Pupils' motivation and interests, interdisciplinary work and contextualisation, and the gradual increase in complexity were less prominent. The data indicate a need to connect curricular requirements with pupils' interests, experiences and creative potential, so that topics provide authentic contexts for communication and personal expression.

To motivate pupils, teachers most often used visual and audiovisual materials and model texts (48.10%), or proposed engaging topics close to pupils' interests and experiences (26.58%). Encouraging creative expression without fear of mistakes was mentioned by 17.72% of respondents, and explaining the purpose and usefulness of a writing activity by 7.59%. These findings highlight the importance of multimodal resources and of setting topics in context. They also point to the need for a safe learning environment that gives pupils freedom of expression, values originality and encourages personal initiative.

Overall, the questionnaire results suggest a favourable view of the development of creative writing competence: teachers recognise the importance of creativity, originality, linguistic resources and the writing process. The analysis also identifies limitations in reported practice: insufficient use of revision and text transformation, less attention to social and emotional development and the shaping of attitudes, and a limited range of strategies for organising and developing ideas.

The baseline phase involved pupils at Constantin Brâncoveanu Primary and Lower Secondary School No. 23 in Constanța County and its affiliated school, Mihail Koiciu Primary and Lower Secondary School No. 10. The sample comprised 121 pupils: the control group (CG) comprised 26 pupils from Grade 3A and 26 from Grade 3B; the experimental group (EG) comprised 21 pupils from Grade 3C, 24 from Grade 3D and 24 from Grade 3E. Three assessment instruments were administered: a questionnaire, an assessment task and an achievement test.

The questionnaire served a diagnostic purpose: to identify pupils' interest in writing by hand and digitally. The results indicate a predominantly positive attitude towards creative writing. Asked whether they liked writing stories or short texts, 70 pupils (57.85%) expressed a positive attitude, 35 (28.93%) a neutral attitude and 16 (13.22%) a negative attitude. Although some pupils said they felt strongly drawn to writing stories or short texts, a substantial proportion found writing difficult or tiring. The data also reveal difficulties in expressing ideas clearly and coherently in writing. Only 55 pupils (45.45%) responded positively to the item 'I find it easy to write what I think', while 37 (30.58%) answered 'sometimes' and 29 (23.97%) responded negatively. Although 90.91% of pupils said that they liked using a computer or tablet, only 18.18% preferred to write on these devices, and 56.20% did not enjoy digital writing. Enjoying technology and preferring to write digitally must therefore be distinguished: the appeal of a device does not automatically extend to composing texts.

The second baseline activity included a *composition task* designed to assess the level of creative writing competence in primary school pupils. It examined their ability to generate, organise, develop and express original ideas in writing while respecting the features of the text type and the conventions of written composition. The pupils' results are set out in Table 1.

Table 1. Baseline results for the composition task

Rating	Control group	Experimental group
Very good, 90% – 100%	46.15%	28.99%
Good, 65% – 89%	44.23%	49.27%
Sufficient, 34% – 64%	9.62%	21.74%

Overall analysis by performance descriptor reveals some differences between the experimental and control groups. In the control group, 46.15% of pupils were rated 'Very good', compared with 28.99% in the experimental group. The difference of 17.16 percentage points indicates a higher proportion of high-performing pupils in the control group. The proportions rated 'Good' were relatively close: 49.27% (34 pupils) in the experimental group and 44.23% (23 pupils) in the control group. The experimental group had a slightly higher proportion in this category, a difference of 5.04 percentage points. A larger proportion of experimental group pupils were rated 'Sufficient': 21.74% (15 pupils), compared with 9.62% (5 pupils) in the control group. The difference of 12.12 percentage points indicates that proportionately more pupils in the experimental group had reached only the minimum acceptable performance level.

Overall, the baseline assessment indicates a relatively higher initial level of attainment in the control group, as shown by the higher proportion of 'Very good' ratings and the lower proportion of 'Sufficient' ratings.

Another instrument used at baseline (Figure 3) was the ***achievement test***, which included items assessing creative writing competence. The test assessed Grade 3 learning outcomes, indicating the level of pupils' written expression, originality and textual coherence. Its structure and content allowed cognitive and creative learning outcomes to be assessed together.

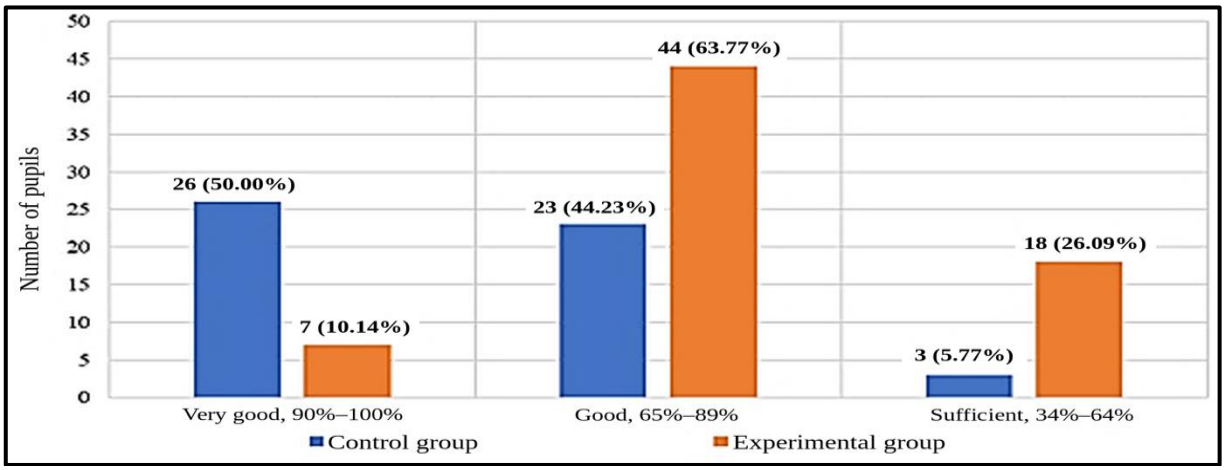

Figure 3. Baseline results for the achievement test

The control group performed well overall: 26 pupils (50.00%) were rated 'Very good', 23 (44.23%) 'Good' and only 3 (5.77%) 'Sufficient'. Most control group pupils (94.23%) therefore attained one of the higher ratings ('Good' or 'Very good'), indicating well-established reading comprehension and writing competences. The results point to a developed ability to apply spelling rules and structure texts coherently, and to the effective integration of knowledge in complex tasks.

The distribution was different in the experimental group: 7 pupils (10.14%) were rated 'Very good', 44 (63.77%) 'Good' and 18 (26.09%) 'Sufficient'. Although most pupils (73.91%) were rated 'Good' or 'Very good', the proportion rated 'Sufficient' was considerably higher than in the control group. This suggests more pronounced difficulties, particularly in composition tasks and in applying linguistic rules together.

The second stage was the intervention phase, carried out from September 2024 to June 2025 over 36 weeks as part of the optional course 'Aventura Poveștilor Digitale', with pupils in Grades 3C, 3D and 3E (the experimental group). The purpose was to implement and evaluate the effectiveness of the methodological approach to developing creative writing competence in primary school pupils through the integration of ICT. The objectives were to generate and organise ideas for pupils' own texts with digital

planning tools; write literary and non-literary texts suited to their purpose and audience; develop originality and coherence; revise texts using self-assessment and feedback; and use digital tools responsibly and safely. The 36 activities in the teaching resource 'Aventura Poveștilor Digitale' [52] were organised into four successive stages: Stage I – getting started and generating ideas; Stage II – developing narrative structures and multimodal expression; Stage III – deepening creativity by exploring emotions, conflict and narrative perspectives; and Stage IV – integrating learning, collaborating, revising and presenting work in the digital portfolio (Table 2).

Table 2. Methodological Approach to Developing Creative Writing Competence through ICT in Primary School Pupils

Week	Target CWC component	Operational objectives	Content	Methods / tools	CWC values
Stage I (weeks 1–9). Getting started and generating ideas					
1	Linguistic	✓ to write a short text following the rules of spelling, punctuation and syllable division. ✓ to find a suitable title and at least one character for their own story. ✓ to use the images generated by digital Story Cubes as prompts for ideas, then check the spelling and punctuation of the text against a checklist.	The first story	Digital Story Cubes	✓ correctness ✓ fluency of expression ✓ digital responsibility
2	Linguistic	✓ to create an illustrated letter or message of 4–5 sentences addressed to their favourite character. ✓ to name at least three traits of their favourite character, using epithets. ✓ to insert images and graphic elements into a digital text.	My favourite character	Little Bird Tales	✓ expressiveness ✓ suitability for the intended reader ✓ multimodal expressiveness
3	Creative-imaginative	✓ to describe a place or object in their surroundings using suitable words. ✓ to add at least two imaginary details about the chosen place to the description. ✓ to organise the description on a visual platform or in a digital map.	The magic place	Popplet	✓ descriptive precision ✓ elaboration ✓ autonomy in digital exploration
4	Cognitive	✓ to recount, in 5–6 sentences, a real or imagined event in which the character faces a problem. ✓ to formulate a solution to the character's problem in 2–3 sentences. ✓ to record audio and incorporate it into the story.	The problem and the solution	Pixton	✓ narrative coherence ✓ flexibility ✓ multimodal expressiveness
5	Linguistic	✓ to include dialogue and lines spoken by the characters. ✓ to use the dialogue dash and the colon correctly in at least three lines. ✓ to write the dialogue in Google Docs.	The surprise dialogue	Google Docs	✓ expressiveness ✓ authenticity of the characters' voices ✓ digital responsibility
6	Textual	✓ to arrange the beginning, middle and end in a logical order. ✓ to formulate one sentence each for the introduction, body and conclusion. ✓ to structure the text using digital templates.	A story in three parts	WriteReader	✓ coherence ✓ text structuring ✓ autonomy in digital exploration
7	Affective-motivational	✓ to record real or imagined events in a diary. ✓ to describe in their diary at least two personal feelings associated with an adventure. ✓ to create a digital diary with text and images.	Adventure diary	The Literacy Shed	✓ authenticity ✓ multimodal expression ✓ personal data protection
8	Affective-motivational	✓ to convey their own ideas in writing through roles or characters. ✓ to write at least three lines adapted to the role assumed. ✓ to record or animate digital characters.	Role swap	Toontastic 3D	✓ suitability for the intended reader ✓ narrative empathy ✓ multimodal expressiveness
9	Cognitive	✓ to create a map of the events of a story. ✓ to arrange at least four events in chronological order. ✓ to build the story map in a digital mind-mapping application.	Story map	Mind Meister	✓ organisation of ideas ✓ coherence ✓ autonomy in digital exploration

Stage II (weeks 10–18). Narrative development and multimodal expression					
10	Cognitive	✓ to compare two characters or character types. ✓ to identify two traits and one action for each character. ✓ to create a comparative digital poster.	Hero and anti-hero	Book Creator	✓ flexibility ✓ elaboration ✓ respect for copyright
11	Textual	✓ to include a flashback. ✓ to use at least two expressions marking the passage of time. ✓ to insert time markers or visual sequences into a digital text.	Flashback in the story	WriteReader	✓ originality ✓ flexibility ✓ multimodal expressiveness
12	Creative-imaginative	✓ to write a story from multiple perspectives ✓ to relate the event from another character's perspective in 4–5 sentences. ✓ to collaborate on a digital platform to present the different perspectives.	Multiple perspectives	Padlet	✓ flexibility ✓ originality ✓ digital collaboration
13	Creative-imaginative	✓ to create a simple narrative poem with text and images ✓ to compose at least one rhyming four-line stanza. ✓ to insert text and digital illustrations.	Simple narrative poem	StoryJumper	✓ expressiveness ✓ aesthetic sensitivity ✓ respect for copyright
14	Praxeological (operational)	✓ to accompany their own text with at least one sound element suited to its content. ✓ to read their own text aloud expressively. ✓ to record audio and attach it to the text.	Text and sound	Little Bird Tales	✓ multimodal expression ✓ expressiveness ✓ respect for copyright
15	Praxeological (operational)	✓ to create a comic strip ✓ to write a short line for each panel of the comic strip. ✓ to create digital comic strips.	Comic strips	Pixton	✓ multimodal expression ✓ conciseness ✓ authenticity and honesty
16	Creative-imaginative	✓ to adapt a well-known fairy tale. ✓ to change one element of the fairy tale (character, place or ending) while preserving the logical sequence of events. ✓ to integrate text and digital illustrations into the adaptation.	Fairy-tale adaptation	Book Creator	✓ originality ✓ elaboration ✓ respect for copyright
17	Textual	✓ to write a short letter. ✓ to create a letter containing the salutation, the body and the closing. ✓ to write and format the digital message.	A letter to the future	Google Docs	✓ authenticity ✓ correctness ✓ personal data protection
18	Creative-imaginative	✓ to create an animated story. ✓ to write the script of the animated story in at least three scenes. ✓ to animate characters and scenes in a digital environment.	Animated story	Toontastic 3D	✓ imagination ✓ multimodal expression ✓ autonomy in digital exploration
Stage III (weeks 19–27). Exploring emotions, conflict and narrative structures in greater depth					
19	Affective-motivational	✓ to identify and note down the characters' emotions. ✓ to name at least three of the characters' emotions, illustrating them with sentences. ✓ to create a digital emotion map.	Emotion map	Popplet	✓ affective authenticity ✓ narrative empathy ✓ digital responsibility
20	Creative-imaginative	✓ to introduce an unexpected conflict into the story. ✓ to describe the conflict and how it is resolved in at least three sentences. ✓ to illustrate the conflict in Writing Legends.	Unexpected conflict	Writing Legends	✓ originality ✓ narrative coherence ✓ autonomy in digital exploration
21	Affective-motivational	✓ to connect a written text with a photograph. ✓ to describe a photograph in 3–4 sentences, expressing a personal impression. ✓ to insert digital photographs.	Text and photograph	StoryJumper	✓ authenticity ✓ text–image cohesion ✓ respect for copyright
22	Praxeological (operational)	✓ to write a text of no more than 100 words. ✓ to select three key ideas of the story. ✓ to use WriteReader for concise writing	A 100-word story	WriteReader	✓ conciseness ✓ correctness ✓ digital responsibility

23	Linguistic	✓ to write a short interview with a character. ✓ to formulate at least five questions addressed to the character. ✓ to edit the interview in Google Docs, highlighting the questions through formatting.	Interview with the character	Google Docs	✓ suitability for the intended reader ✓ authenticity of voice ✓ ethics of online communication
24	Affective-motivational	✓ to combine sound with written text. ✓ to choose at least two sounds suited to the atmosphere of the text. ✓ to record and attach audio files	Soundtracks	Little Bird Tales	✓ multimodal expression ✓ aesthetic sensitivity ✓ respect for copyright
25	Textual	✓ to create a persuasive/creative message ✓ to include at least two arguments and one persuasive expression in the message. ✓ to publish the digital message on Padlet.	The creative advertisement	Padlet	✓ originality ✓ appropriateness to purpose ✓ ethics of online communication
26	Cognitive	✓ to compare two narrative structures. ✓ to identify two similarities and two differences between the two stories. ✓ to represent the comparison visually in MindMeister.	Two narrative maps	MindMeister	✓ reflexivity ✓ organisation of ideas ✓ critical thinking about digital content
27	Creative-imaginative	✓ to create an alternative ending for the story. ✓ to propose at least two possible endings. ✓ to generate possible endings with digital Story Cubes.	Open ending	Digital Story Cubes	✓ originality ✓ flexibility ✓ autonomy in digital exploration
Stage IV (weeks 28–36). Integration, collaboration, revision and portfolio					
28	Linguistic	✓ to write an imaginary travel diary. ✓ to describe an imaginary place using at least two similes. ✓ to create the digital diary in Book Creator.	Imaginary travel diary	Book Creator	✓ expressiveness ✓ elaboration ✓ authenticity and honesty
29	Textual	✓ to create a moment of suspense in the story. ✓ to include in the story at least three clues that create mystery. ✓ to present the story in digital form in StoryJumper.	Mystery story	StoryJumper	✓ originality ✓ narrative coherence ✓ multimodal expressiveness
30	Praxeological (operational)	✓ to create a multimedia collage combining text, image and sound. ✓ to write the text of the collage in 5–6 sentences. ✓ to assemble the digital collage in WriteReader.	Multimedia collage	WriteReader	✓ multimodal expression ✓ originality ✓ respect for copyright
31	Linguistic	✓ to write a character portrait. ✓ to state at least three physical traits and three moral traits of the character. ✓ to edit the digital portrait in Google Docs.	Portrait of a modern hero	Google Docs	✓ expressiveness ✓ lexical precision ✓ authenticity and honesty
32	Praxeological (operational)	✓ to produce a writing project (text and illustrations) using 2–3 digital applications. ✓ to identify the stages of the writing project in the order in which they are carried out. ✓ to combine 2–3 digital applications.	Integrated project	Combination of 2–3 applications	✓ authorial autonomy ✓ multimodal expression ✓ digital responsibility
33	Textual	✓ to adapt a familiar story to the setting of their home town. ✓ to integrate at least two elements from the local community into the text. ✓ to share the adapted text on Padlet.	Local adaptation	Padlet	✓ authenticity ✓ appropriateness to context ✓ personal data protection
34	Affective-motivational	✓ to write a text collaboratively. ✓ to propose at least two ideas for the joint text. ✓ to collaborate in Pixton and Google Docs on producing the joint text.	Team story	Pixton + Google Docs	✓ collaboration in writing ✓ coherence ✓ ethics of online communication
35	Praxeological (operational)	✓ to improve their own text on the basis of feedback. ✓ to explain orally at least two changes made to the text. ✓ to revise the text in WriteReader.	Meta-narrative	WriteReader	✓ reflexivity ✓ revision ✓ openness to audience and feedback

36	Cognitive	✓ to select and present their own texts ✓ to explain, in 2–3 sentences, the choice of their most successful text. ✓ to organise the digital portfolio in Book Creator and Padlet.	The creative portfolio	Book Creator + Padlet	✓ assuming the role of author ✓ reflexivity ✓ openness to audience and feedback

The programme was organised into four successive stages on the principle of progression. Each stage developed the competences needed for the next: pupils moved from generating ideas to constructing narratives, then explored conflict, emotions and multiple perspectives, and finally undertook collaborative projects, which they revised in response to feedback and included in their digital portfolios. Each week, pupils worked with the digital version of the teaching resource, which describes the platform, the steps for access and configuration, and the textual and multimodal objectives. Applications were selected in relation to the six dimensions of creative writing competence. Assessment distinguished the quality of the text from the quality of pupils' digital conduct: the baseline and final assessment tasks evaluated only the pupil's text, written in the traditional format.

The final assessment phase of the pedagogical experiment aimed to *assess the level of creative writing competence attained in Grade 3. The objectives of this phase were:* to compare the final and baseline results in order to identify progress; to identify differences in performance between the experimental and control groups in order to establish the impact of the pedagogical intervention; and to determine the effectiveness of the methodological approach in developing creative writing and draw conclusions about how to improve teaching and learning. An achievement test and an assessment task were administered. Items I_1–I_4 of the achievement test primarily assess the linguistic and cognitive prerequisites for creative writing competence, including reading comprehension, vocabulary use, identifying homonyms and choosing the correct spelling of forms that sound alike. The specifically creative dimension is assessed mainly through writing items I_5 and I_6, which require pupils to draw on their linguistic resources to produce texts of their own. The achievement test therefore provides insight into some components and manifestations of creative writing competence but does not allow all its dimensions to be assessed comprehensively.

The results of the ***achievement test*** in the final assessment phase indicate the level of creative writing competence attained by pupils in the control group (CG) and experimental group (EG). The rating 'Very good' was achieved by 61.54% of pupils in the control group and by 65.22% of pupils in the experimental group. The difference of 3.68 percentage points in favour of the experimental group is descriptive: the final distributions of ratings did not differ significantly. The importance of this finding is that the experimental group, which started at a considerably lower level, reached a final level comparable to that of the control group. The proportion rated 'Very good' rose by 55.08 percentage points in the experimental group and by 11.54 percentage points in the control group. The proportions rated 'Good' were 34.62% in the control group and 30.43% in the experimental group. A substantial number of pupils in this category met the requirements satisfactorily and showed a good understanding of the content, but had some difficulty giving complete or accurate answers and did not reach the highest level of performance. The rating 'Sufficient' was achieved by 3.85% of pupils in the control group and by 4.35% of pupils in the experimental group. These low proportions indicate that only a small number of pupils experienced major difficulties with the tasks.

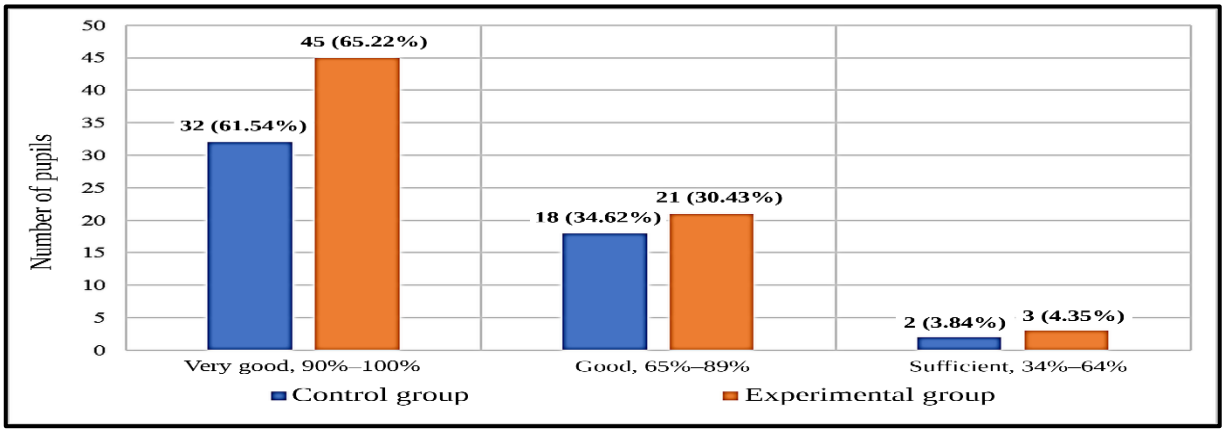

Figure 5. Comparative statistics at the final assessment (achievement test)

Table 3 examines whether differences in the distributions of ratings on the achievement test ('Very good', 'Good', 'Sufficient') are real or may be due to chance. It contains four comparisons: the CG against the EG at pre-test and at post-test, followed by the change in each group from pre-test to post-test.

Table 3. Statistical values χ^2 and the progress index h

Analysis	Value χ^2	Statistical significance ($p < 0,05$)	Progress index (h%)	Conclusions
CG and EG (Pre-test)	26.37	YES (Unequal groups)	-	The value substantially exceeds the critical threshold (5.99). The groups were not equivalent at baseline: the CG performed significantly better than the EG.
CG and EG (Post-test)	0.24	NO (Equality attained)	-	The value is below the critical threshold (5.99). There is no significant difference at the end: the EG closed the gap completely and slightly exceeded the CG's level.
Change in the CG	1.43	NO (Stagnation/ Maintenance)	0.34	Progress was small and not statistically significant. The group maintained its initially high level.
Change in the EG	46.62	YES (Major progress)	0.84	The high value of χ^2 and the progress index of 0.84 indicate a marked improvement. The approach used brought about substantial and effective change.

The table supports the hypothesis: a group that started with significantly lower performance reached the level of the control group after the intervention. The control group did not show a significant change over the same period.

At the end of the school year, the assessment task *'Composition from a Given Opening'* was administered to assess pupils' level of creative writing competence. The results of the task were collated and are presented in Table 4.

Table 4. Distribution of ratings in the EG and CG

Rating	CG	EG	Interpretation
Very good, 90% – 100%	30 (57.69%)	51 (73.91%)	Most EG pupils reach the high performance level; their results are better than those of the CG.
Good, 65% – 89%	18 (34.62%)	16 (23.19%)	CG pupils maintain their performance; EG pupils have progressed to 'Very good'.
Sufficient, 34% – 64%	4 (7.69%)	2 (2.90%)	Very few pupils perform at the minimum level, reflecting the overall progress of the EG.

The data in Table 4 allow conclusions to be drawn about pupils' performance in relation to the assessment descriptors. A comparison of the results shows the following:

✓ There are significant differences between the experimental and control groups in overall ratings. The proportion of pupils rated 'Very good' was lower in the control group (57.69%, or 30 pupils) than in

the experimental group (73.91%, or 51 pupils), indicating higher overall performance in the experimental group across all six assessment criteria. Nearly three quarters of the pupils in the experimental group (73.91%) were rated 'Very good', confirming the effectiveness of the teaching interventions used.

✓ The distribution of 'Good' ratings was more balanced: 16 pupils (23.19%) in the experimental group and 18 (34.62%) in the control group. The smaller number rated 'Good' in the experimental group is a positive finding because pupils had progressed to 'Very good'.

✓ At the 'Sufficient' level, 2.90% of pupils in the experimental group (2 pupils) achieved the minimum performance level, compared with 7.69% in the control group (4 pupils).

The ability to write creative texts independently nevertheless still calls for systematic, sustained pedagogical intervention, particularly in developing originality, elaborating and organising content, ensuring narrative coherence and using language expressively. The quantitative and qualitative data from the pedagogical experiment demonstrate the educational value of the proposed teaching approach and show the beneficial effect of integrating ICT tools into the development of creative writing competence. The experimental results therefore provide empirical support for the research hypothesis within the limits of the chosen methodological design and the particular conditions in which the experiment took place. The research hypothesis is therefore considered to have been confirmed, with the results of the pedagogical experiment demonstrating the effectiveness of the pedagogical model developed and of the methodological approach implemented. The progress made by pupils in the experimental group reflects the intervention's contribution to their ability to generate and organise ideas, to the originality and expressiveness of their texts, to their independence when drafting, and to their ability to use digital resources creatively and purposefully. These findings confirm the relevance of the proposed teaching approach for primary education practice.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

This study sought to establish, construct and test experimentally the theoretical and praxeological foundations for developing primary school pupils' creative writing competence through digital tools.

Reflection on the development of primary school pupils' creative writing competence through ICT, together with analysis of the theoretical and practical foundations of this process, suggested several ways of constructing a pedagogical model suited to today's classrooms, in which linguistic and digital competences develop together.

1. An analysis of written expression across its vertical and horizontal dimensions allowed us to ***reconstruct the conceptual framework of creative writing***. Writing is understood as an expression of the pupil's individuality and originality: a combination of thoughts, feelings, images and unexpected associations given form in a text of their own. The conceptual approaches confirm that creative writing extends beyond grammatical accuracy and can be examined from cognitive, linguistic, social and affective perspectives. Its effectiveness depends on drawing on pupils' imaginative potential and removing barriers associated with fear of failure. The educational use of creative writing rests on its functions – *cognitive, formative and linguistic, affective and social, motivational and digital* – and the competence sought is the ability to produce original, coherent, personal and expressive texts.

The *first research objective* was thus achieved by mapping the theoretical foundations of creative writing comprehensively from four complementary perspectives: literary and artistic, cognitive, educational, and affective and expressive.

2. A review of research and expert perspectives identified the ***components of creative writing competence***: the fluent generation of ideas (ideation), the original organisation of a text (textualisation) and the shaping of its style, that is, the expressiveness of the message. This competence entails a command of different techniques for stimulating the imagination and the ability to convey one's sense of self in distinctive texts. Creative writing competence entails competence in lexical fluency, conceptual originality, flexibility in restructuring texts and the ability to compose multimodal messages. This interpretation also encompasses the conditions that enable the competence to develop: writing as an event (a source of self-

expression, aesthetic satisfaction and intrinsic motivation); the creative subject (motivated by a desire for originality and skilled in writing techniques); the learning environment (interactive, flexible and non-coercive); and technological support (a facilitating tool that extends the limits of conventional text). *The second research objective* was achieved by identifying, analysing and systematising the principles, factors, criteria and pedagogical conditions that underpin and support the development of creative writing competence, thereby also deepening and clarifying the scientific meaning of this concept.

3. An examination of ***the distinctive features of learning mediated by digital technologies*** through analysis, synthesis and deduction clarified several implications of this approach for contemporary education. Using ICT to cultivate creative writing is understood as an interactive activity that draws on Generation Alpha pupils' aptitude for multimedia to improve their texts; it also enables personalisation, collaboration and feedback in real time. More broadly, digitalisation enhances individual creative processes; writing becomes flexible and dynamic; opportunities are created for textual design and critical thinking; and pupils become authors, editors and designers of their own digital narratives. Multimodality is central to this account of ICT integration: combining written words with images, sound and animation clarifies the pupil's role as an active participant in their own education.

The *third research objective* was achieved by developing a comprehensive theoretical framework for the distinctive features and characteristics of ICT in the development of creative writing competence in primary school pupils.

4. The strategic basis for using technology to work creatively with texts is expressed in ***two related concepts: the process approach to writing and the multimodal approach*** (pedagogical multimodalism). In the process approach, activities are organised into distinct stages: *pre-writing* (brainstorming, mind mapping), *writing* (producing a draft) and *post-writing* (revision, editing and publication). The multimodal approach places ICT tools at the centre of text design (platforms such as Book Creator and StoryJumper) [57]. Its practical features include catering for children's visual and auditory learning styles, fostering responsibility by publishing pupils' work and encouraging online collaboration within communities of novice writers. This conclusion confirms *the first condition of the research hypothesis* – identifying the distinctive features of ICT – by showing that the systematic and balanced integration of technology into creative writing activities establishes the conditions needed to develop the competence in question.

5. Synthesising the concepts, approaches and viewpoints on creative writing and digitalisation led to the construction of the ***Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through ICT*** to develop primary school pupils' creative writing competence with the support of digital environments. The model proposes a system of related levels: methodological/strategic (ICT tools and creative techniques), process (the stages of writing), and assessment/product (digital stories, comics and interactive texts). The model proposes a curricular adjustment that gives particular significance to the text as a personal creation of the pupil. Competence is assessed through the quality, originality and complexity of pupils' digital work. The pupil's role is recast as an active content creator, and the teacher's as a facilitator and designer of the digital learning environment.

The development of this model achieved the fifth research objective and met the fourth condition of the hypothesis, concerning application of the Methodological Approach. This confirmed the relevance and suitability of the pedagogical instrument in relation to the aim and intended outcomes of the research.

6. The pedagogical experiment was designed and carried out by applying the ***Methodological Approach to Developing Creative Writing Competence through ICT*** in primary classrooms. The baseline phase established the initial level of competence and identified difficulties relating to the uniformity of pupils' texts and the absence of innovative writing techniques. The interventions consisted of lesson sequences and optional classes using interactive digital tools, guided by pupil-centred and process-oriented strategies [52]. The data collected at the end of the final assessment phase demonstrate the effectiveness of the intervention: the experimental group clearly outperformed the control group on indicators of originality,

lexical richness and textual coherence; these differences were also described qualitatively. The pedagogical experiment demonstrated the functionality and validity. Of the proposed model, confirming in practice that the appropriate and staged use of ICT makes writing a deeply motivating experience that generates literary and artistic work of unique value for primary school pupils.

This achieved the *fourth research objective* χ^2 – determining the level of competence attained and experimentally validating the intervention / diagnosing the level of development of creative writing competence in primary school pupils and experimentally validating the intervention, using a pre-test–post-test experimental design with a control group and an experimental group, across the six dimensions of the competence – and fully confirmed the research hypothesis: creative writing competence is developed effectively when the theoretical foundations are established, the distinctive features of ICT are identified, the pedagogical principles and conditions are determined and the pedagogical model is applied systematically. Thus, ***the aim of the research*** – to establish, construct and test experimentally the theoretical and praxeological foundations for developing creative writing competence in primary school pupils through ICT – was achieved.

The findings must be understood in the specific context of the study, taking into account the limitations inherent in empirical research of this kind. ***As regards the sample***, the experiment involved 121 Grade 3 pupils and 79 teachers from two urban schools in Constanța County, limiting the extent to which the findings can be generalised nationally without qualification. ***As regards the grade investigated***, the study focused exclusively on Grade 3 rather than the whole primary cycle (Grades 1–4), which limits the longitudinal conclusions that can be drawn about the progressive development of competence. ***As regards the duration of the experiment***, the intervention lasted one school year (September 2024 – June 2025), with no follow-up measures to ascertain whether learning was retained over time. ***As regards the institutional context***, both schools had adequate digital infrastructure and a stable internet connection, enabling the proposed teaching approach to be implemented in full. Its application in schools with inadequate hardware or in rural areas would require specific methodological adaptations. ***As regards access to digital resources***, ICT activities were limited to 20–25 consecutive minutes per session, with active breaks. Pupils wrote the texts themselves in the traditional manner in their exercise books, maintaining a balance between digital work and writing by hand in line with the school health guidelines applicable to children aged 8–10. These limitations do not diminish the scholarly value of the findings; they define the scope of their validity and point to priorities for future research: extending the study to the whole primary cycle, testing the transferability of the model to rural settings and classes taught in national minority languages, and carrying out a longitudinal study of the development of creative writing competence in the experimental group in Grade 4 classes.

RECOMMENDATIONS

For curriculum developers:

Explicitly integrate creative writing techniques and appropriate digital tools into Curriculumul Național Învățământul primar (Romanian Language and Literature) through a ***common methodological guide*** that links units of linguistic competence with units of digital competence.

Adapt the pedagogical model *for developing creative writing competence through ICT to lower secondary education by* designing collaborative and digital writing strategies appropriate to the age of pupils in early adolescence.

For teachers:

Incorporate into everyday classroom practice the *Methodological Approach to Developing Creative Writing Competence* in Grades 2–4, using multimodal platforms (Book Creator, StoryJumper, Pixton, WriteReader) as tools for active learning that encourage originality and expressiveness among Generation Alpha pupils.

Plan writing lessons as a sequence of stages (pre-writing, writing and post-writing) rather than as isolated exercises in mechanical writing, giving pupils autonomy in choosing forms of expression and digital media.

For school leaders:

Include ICT-based creative writing activities in the school curriculum, particularly in optional classes, and support teachers' participation in ***continuing professional development programmes*** focused on the pedagogical use of digital tools in language and communication activities. Provide the minimum digital infrastructure for ICT-based creative writing – a stable internet connection, functioning devices and licensed educational software – as a prerequisite for applying the proposed model in all schools.

For continuing professional development centres:

Develop, accredit and validate ***course modules and materials*** for primary school teachers on 'Methods for Developing Creative Writing through ICT Tools', incorporating the theoretical foundations and practical models validated in this study.

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ANNOTATION

CRIVOI Georgeta

Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies

Doctoral thesis in Education Sciences, Chișinău, 2026

Thesis structure: introduction, three chapters, general conclusions and recommendations, a bibliography of 220 sources, 164 pages of main text, annotations in Romanian and English, appendices, 38 tables and 18 figures.

Publications on the thesis topic: nine scientific publications, including four articles in specialist journals, four papers presented at national and international scientific conferences, and one methodological guide.

Keywords: creative writing, creative writing competence, creative text, language education, communicative competence, primary school pupils, information and communication technologies (ICT), process approach to writing, multimodal approach, ICT-mediated learning.

Field of study: General Theory of Education

The aim of the research is to scientifically establish and practically implement the theoretical and praxeological foundations for developing pupils' creative writing competence through information and communication technologies in primary school language education.

Research objectives: to identify the theoretical framework concerning creative writing competence and the ICT tools suitable for primary school language education; to refine the scientific meaning of the concept of creative writing competence; to design the pedagogical conditions for the effective use of ICT in developing creative writing competence in primary school pupils; to experimentally determine the developmental characteristics and the initial level of creative writing competence in primary school pupils; to conceptualise, on a scientific basis, and implement in practice the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*; to design and experimentally validate the *Methodological Framework for Developing Creative Writing Competence in Primary School Pupils through ICT*.

The scientific novelty and originality of the research lie in the identification of the theoretical and methodological framework for developing creative writing competence; the clarification of the theoretical essence and the refinement of the scientific meaning of the concept of creative writing competence in primary school pupils; the conceptualisation and scientific substantiation of the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*; and the design of the *Methodological Framework for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*.

The research contribution to addressing an important scientific problem in primary school pedagogy consists in generating new scientific knowledge, reflected in the formulation of a definition of creative writing competence (CWC) in primary school pupils and the development of the *Pedagogical Model for Developing Pupils' Creative Writing Competence through ICT*, implemented through the *Methodological Framework for Developing Creative Writing Competence in Primary School Pupils through ICT*, thereby enhancing the effectiveness of primary school language education.

The theoretical significance of the research lies in the analysis of established epistemological approaches in competence-based pedagogy; the clarification of the scientific meaning of the key research concepts in primary school language and literary education; the identification and description of the opportunities offered by information and communication technologies for developing CWC; and the scientific substantiation of the research's conceptual framework, represented by the *Pedagogical Model for Developing Creative Writing Competence in Primary School Pupils through Information and Communication Technologies*.

The practical value of the research lies in: the identification of the pedagogical conditions required for developing CWC; the outline of relevant practices in the use of ICT in primary education; the design of instruments for assessing and experimentally developing CWC; the diagnosis of pupils' CWC levels and the description of its developmental characteristics; the design, validation and scientific interpretation of experimental data on the effectiveness of the *Pedagogical Model for Developing Pupils' Creative Writing Competence through ICT*, implemented in primary school through the *Methodological Framework for Developing Creative Writing Competence in Primary School Pupils through ICT;* and the formulation of scientific conclusions and methodological recommendations for primary school teachers.

Implementation of the research results. The experimental research involved 121 primary school pupils and 79 teachers from “Constantin Brâncoveanu” Lower Secondary School No. 23 and “Mihail Koiciu” Lower Secondary School No. 10, Constanța County, Romania.

ADNOTARE

CRIVOI Georgeta

Formarea competenței de scriere creativă la elevii de vârstă școlară mică prin tehnologii informaționale și comunicaționale

Teză de doctor în științe ale educației, Chișinău, 2026

Structura tezei: introducere, 3 capitole, concluzii generale și recomandări, bibliografie din 220 de surse, 164 pagini conținut, adnotări în limbile română și engleză, anexe, 38 tabele și 18 figuri.

Publicații la tema tezei: 9 publicații științifice: 4 articole în reviste de specialitate, 4 comunicări la conferințe științifice naționale și internaționale, un ghid metodologic.

Cuvinte-cheie: scriere creativă, competență de scriere creativă, text creativ, educație lingvistică, competență de comunicare, elevi de vârstă școlară mică, tehnologii informaționale și comunicaționale (TIC), abordare procesuală, abordare multimodală, învățare mediată prin TIC.

Domeniul de studiu: Teoria generală a educației

Scopul cercetării vizează: configurarea științifică și valorificarea fundamentelor teoretice și praxiologice ale formării competenței de scriere creativă a elevilor prin tehnologiile informaționale și comunicaționale în contextul educației lingvistice din învățământul primar.

Obiectivele cercetării: identificarea reperelor teoretice privind competența de scriere creativă și TIC recomandabile pentru educația lingvistică în învățământul primar; dezvoltarea semnificației științifice a noțiunii competență de scriere creativă; proiectarea condițiilor pedagogice specifice valorificării TIC în formarea competenței de scriere creativă la elevii din clasele primare; stabilirea experimentală a particularităților dezvoltării și a nivelului inițial de forma-re a competenței de scriere creativă a elevilor din învățământul primar; conceptualizarea și valorificarea praxiologică a Modelului pedagogic de formare a competenței de scriere creativă prin tehnologii informaționale și comunicaționale la elevii din clasele primare; elaborarea și validarea experimentală a Demersului metodologic de formare a competenței de scriere creativă prin TIC la elevii de vârstă școlară mică.

Noutatea și originalitatea științifică a cercetării este confirmată prin**:** determinarea reperelor teoretice și metodologice ale formării competenței de scriere creativă; clarificarea esenței teoretice și dezvoltarea semnificației științifice a noțiunii *competență de scriere creativă a elevilor* din clasele primare; conceptualizarea și întemeierea științifică a *Modelului pedagogic de formare a competenței de scriere creativă prin tehnologii informaționale și comunicaționale la elevii din clasele primare*; elaborarea *Demersului metodologic de formare a competenței de scriere creativă prin tehnologii informaționale și comunicaționale la elevii de vârstă școlară mică*.

Rezultatele obținute ce contribuie la soluționarea unei probleme științifice importante în domeniu vizează elaborarea noilor cunoștințe științifice specifice pedagogiei învățământului primar reflectate în: definiția CSC a elevilor din clasele primare; *Modelul pedagogic de formare a competenței de scriere creativă prin tehnologii informaționale și comunicaționale la elevii din clasele primare*, *Demersul metodologic de formare a competenței de scriere creativă prin tehnologii informaționale și comunicaționale la elevii de vârstă școlară mică,* fapt care facilitează eficientizarea educației lingvistice a elevilor în învățământul primar.

Semnificația teoretică a cercetării este certificată de**:** examinarea abordărilor gnoseologice consacrate în domeniul pedagogiei competențelor și descrierea semnificației științifice a conceptelor-cheie ale cercetării în aria educației lingvistice și literare din învățământul primar; identificarea și descrierea oportunităților valorificării tehnologiilor informaționale și comunicaționale pentru formarea CSC; explicația științifică a reperelor conceptuale ale cercetării reprezentate de *Modelul pedagogic de formare a competenței de scriere creativă prin tehnologii informaționale și comunicaționale la elevii din clasele primare.*

Valoarea practică a cercetării constă în: identificarea condițiilor pedagogice necesare în procesul de formare a CSC; delimitarea experiențelor semnificative de valorificare a TIC în învățământul primar; elaborarea instrumentarului de evaluare și formare experimentală a CSC; diagnosticarea nivelurilor și descrierea particularităților de formare a CSC a elevilor; conceperea, validarea și interpretarea științifică a datelor experimentale privind eficiența *Modelului pedagogic de formare a competenței de scriere creativă prin tehnologii informaționale și comunicaționale la elevii din clasele primare* implementat în învățământul primar aplicat prin *Demersul metodologic de formare a competenței de scriere creativă prin tehnologii informaționale și comunicaționale la elevii de vârstă școlară mică;* formularea concluziilor științifice și a unor recomandări metodologice profesorilor din învățământul primar.

Implementarea rezultatelor științifice. Cercetarea experimentală s-a realizat cu 121 elevi din clasele primare și 79 cadre didactice din Școala Gimnazială Nr. 23 „Constantin Brâncoveanu” și Școala Gimnazială Nr. 10 „Mihail Koiciu”, județul Constanța, România.

CRIVOI Georgeta

DEVELOPING CREATIVE WRITING COMPETENCE IN PRIMARY SCHOOL PUPILS THROUGH INFORMATION AND COMMUNICATION TECHNOLOGIES

531.01. General Theory of Education

Summary of the Doctoral Thesis in Education Sciences

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