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**RECEPTION OF THE LITERARY TEXTS BY HIGH SCHOOL
STUDENTS IN THE CONTEXT OF VISIBLE LEARNING
TECHNOLOGIES**

532.02. School didactic by stages and educational disciplines

**SUMMARY
of the doctoral thesis in Educational Sciences**

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The thesis was developed within the Doctoral School "Educational Sciences", "Ion Creangă" State Pedagogical University in Chisinau.

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LIST OF ABBREVIATIONS

Romanian language

ELA - literary-artistic education

RTL - reception of literary texts

TIV - visible learning technologies

CONCEPTUAL POINTS OF RESEARCH

The relevance and significance of the research topic are determined by the need to improve the educational process in the context of current transformations in the education system, particularly at the level of conceptualizing, designing, and implementing literary-artistic education through the reception of literary texts in secondary education. Its relevance is confirmed by the paradigm shift concerning the way literary-artistic education is conceived, designed, and carried out, with the aim of forming a culturally competent speaker of the Romanian language [21]. In an epistemological sense, Th. Kuhn used the term paradigm from the perspective of the dialectical evolution of key concepts, including in the field of literary-artistic education [26]. Therefore, in Romania and the Republic of Moldova, this paradigm shift became necessary due to the emergence of a crisis situation, whose resolution required identifying effective solutions for addressing issues in literary-artistic education. As M. Hadârcă emphasizes, the explanatory and interpretative approaches in research over the past decade have been oriented toward forming an educated reader of literature—an objective that current curricula, methodological guides, and textbooks only outline, leaving its practical realization largely to the teacher [21].

The importance of the researched topic is further shaped by the rapid transformations in the contemporary educational system, which emphasize the need for digital competencies and student-centered learning. The increasing importance of literary text reception among high school students is justified by several factors: (a) the changing profile of the learner, as adolescents are “digital natives,” accustomed to interacting with information in visual, fast, and interactive ways, which makes traditional methods of teaching literature potentially ineffective if not adapted to modern learning styles; (b) the need for deep literary reception, as literature should develop critical thinking, empathy, and interpretative skills, while visible learning emphasizes the quality of feedback, self-assessment, and clarity of learning goals, offering effective tools for active and conscious engagement with texts; (c) the digitalization of education during the COVID-19 pandemic, which has made the integration of technology into the educational process no longer optional, requiring the adaptation of literary content and teaching methods to new digital realities [3].

The opportunity to study this topic arises from the innovative approach to the process of literary reception, which provides strategies that support active, visible, and conscious learning, and from their integration through educational

technologies capable of transforming the classroom into an interactive and reflective environment. It also stems from the need to form critical and engaged readers by applying the principles of visible learning—such as clearly defined objectives, monitoring of progress, and metacognitive evaluation—through which students develop analytical and interpretative reading skills essential for critical thinking. Additionally, this research responds to current requirements of the national curriculum, which promotes transversal competencies, the use of information and communication technologies, and the adaptation of teaching methods to students' learning particularities. The scientific approach to literary text reception through visible learning technologies offers an innovative perspective, contributing to the improvement of the quality of the educational process and of literary reception in secondary education.

Description of the situation in the research field and identification of the research problem. Literary-artistic education at the high school level faces the challenge of integrating visible learning technologies into the process of literary text reception. Both international and national studies indicate that students encounter difficulties in achieving a deep understanding of literary texts, while their interpretative and critical evaluation skills remain insufficiently developed. This situation highlights a clear need for research focused on identifying the factors that influence literary reception, as well as on developing innovative teaching methodologies that can support the growth of students' literary and reading competences.

Framing the topic in international and national concerns. The issue of literary text reception among high school students through visible learning technologies has been addressed in relevant studies conducted by authors such as Melor Md Yunus, Hadi Salehi, and Dexter Sigan Anak John (2013, Malaysia), who promote video animations as visual methodologies adapted to learners. Their research examines teachers' perceptions regarding the use of such visual materials in teaching literary texts at the high school level, highlighting a positive impact on students' interest and motivation.

From this perspective, recent studies reveal key characteristics of literary-artistic education in secondary education that are relevant for literary reception through visible technologies. Researchers such as John Hattie (2023), C. Petersen (2024), and T. Boulhrir (2025) argue that visible learning represents a model centered on the measurable impact of teaching, supported by continuous feedback, in which both students and teachers are actively involved in the processes of evaluation and adjustment of learning. Within this framework, visible learning

technologies enhance the transparency of progress and foster greater student engagement.

In the Republic of Moldova and Romania, research on the interpretation of literary texts within the framework of literary-artistic education has outlined essential theoretical landmarks. Scholars such as Paul Cornea [14], Vlad Pâslaru [34,35], Constantin Şchiopu [39,40,41], Maria Hadîrcă [21], Viorica Goraş-Postică [20], Maia Borozan [3,13], Mariana Marin [29,30], Larisa Sadovei [38], and Silvia Golubiţchi [19] have analyzed the ways in which students perceive and interpret literary works, highlighting the complexity of the reception process.

A significant contribution to the development of the literary-artistic education paradigm is brought by Vlad Pâslaru, who substantiates a new paradigm oriented toward the formation of an educated reader of literature. Within this perspective, the student—both as a producer of oral and written messages and as a reader—is recognized as an active subject of language and speech, of the literary work, and of their own communicative-linguistic, literary-artistic, and cultural development [34].

Studies focused on educational content and school curriculum (Mariana Marin [30], Otilia Clipa [10], Vlad Pâslaru [34], Ion Ovidiu Pânişoară [33]) have demonstrated how the structure of school programs influences the development of students' literary competences.

Thus, the topic of the thesis aligns with both international and national concerns regarding the innovation of the teaching–learning process.

The scientific problem emerges within the context of literary-artistic education at the high school level and directs the investigation toward exploring the relationship between, on the one hand, the variables related to students' reception of literary texts (structured along cognitive, affective, axiological, and metacognitive dimensions) and, on the other hand, the didactic variables (visible learning technologies as structured pedagogical interventions).

Our scientific approach focuses on formulating evidence-based answers to the following questions: From an axiological perspective, what values does literary reception through visible learning hold for high school students within the context of literary-artistic education? What are the theoretical and methodological benchmarks for the pedagogical use of visible learning technologies in facilitating literary text reception? In what ways do visible learning technologies contribute to the development of high school students' competence in literary text reception?

The object of the research is the process of literary text reception through the use of visible learning technologies at the high school level.

The aim of the research is to design, theoretically substantiate, and experimentally validate a Methodology of literary-artistic education based on visible learning technologies for the reception of literary texts by high school students.

The research objectives are:

1. identifying the theoretical foundations of literary text reception;
2. configuring the dimensions of literary text reception within the process of literary–artistic education;
3. examining curricular provisions and the ways of integrating visible learning in the reception of literary texts;
4. designing indicators and descriptors of literary text reception by high school students through visible learning technologies;
5. developing, implementing, and experimentally validating a methodology of literary–artistic education based on visible learning technologies for the reception of literary texts by high school students.

The research hypothesis states that literary-artistic education for literary text reception through visible learning technologies will be effective under the conditions of establishing the theoretical benchmarks of literary reception within literary-artistic education, developing appropriate indicators and descriptors, and designing and experimentally validating a methodology grounded in visible learning technologies for high school students.

The research methodology included three main stages: the theoretical analysis of specialized literature and the development of the conceptual framework; the design and application of research instruments (questionnaires, tests, projects, case studies, observations); and the analysis of data, interpretation of results, and formulation of pedagogical recommendations.

The theoretical and methodological foundation of the research is based on the theory of literary-artistic education, scientifically developed by Vlad Pâslaru [34,35], and the theory of visible learning elaborated by John Hattie [22,23,24]. Methodologically, the study relies on a mixed-methods approach, integrating both quantitative and qualitative methods in order to obtain a comprehensive understanding of the process of literary text reception.

Synthesis and justification of research methods. The research employed a mixed methodology, combining quantitative and qualitative approaches. Questionnaires were used to assess students' attitudes and level of engagement, performance tests to evaluate literary and reading competences, alongside case studies, projects, and direct classroom observations. The study also included

methods for problem identification (conversation, questionnaires, scientific documentation, comparative method), methods for the progressive accumulation of data (testing, observation, analysis, discussion, interview), methods for hypothesis verification (pedagogical experiment), methods for quantitative and qualitative data interpretation, and methods for finalizing the research (self-assessment scales and mathematical processing of experimental data).

The scientific novelty and originality of the research lie in the identification and configuration of the dimensions of literary text reception within the process of literary–artistic education, the development of indicators and descriptors of literary text reception by high school students through visible learning technologies, adapted to the specific nature of literature as an artistic discipline, and the theoretical and methodological integration of visible learning technologies (VLT) into the process of literary–artistic education for literary text reception. This approach contributes to the establishment of an innovative framework for the development of students’ reading and artistic interpretation competences, the analytical correlation of curricular provisions with the pedagogical potential of visible learning technologies, as well as the design and experimental validation of a methodology of literary–artistic education based on visible learning technologies for the reception of literary texts by high school students. The proposed methodology generates scientific knowledge in the field of theory and methodology of literary–artistic education, supporting the active, reflective, and conscious reception of literary texts by high school students through the exploration of innovative visible learning technologies supported by modern digital tools.

The originality of the study also lies in the theoretical and methodological integration of visible learning technologies into the process of literary-artistic education for literary text reception, contributing to the construction of an innovative framework for the development of students’ reading and literary interpretation competences. Furthermore, the research advances an analytical correlation between curricular provisions and the pedagogical potential of visible learning technologies, highlighting their relevance for contemporary educational practice.

The results obtained, which contribute to solving a significant scientific problem, consist in the theoretical and methodological grounding of the process of literary text reception by high school students within literary-artistic education, the development of a system of indicators and descriptors of literary reception, and the design, elaboration, and experimental validation of a Methodology of literary-

artistic education based on visible learning technologies. This methodology is configured as a pedagogical model applicable at the high school level.

Students in the experimental group, who engaged with literary texts through visible learning technologies, demonstrated higher levels of comprehension and interpretation, increased active involvement, enhanced motivation, and a stronger capacity for critical reflection. The testing of the developed instruments confirmed their validity and applicability in the school context. The implementation and validation of the methodology highlighted that the integration of visible learning technologies leads to the development of literary reception competence, increased engagement and motivation for reading, and the strengthening of critical reflection, literary empathy, coherent argumentation, and self-regulation of the reading process. Experimental results revealed significant differences between the experimental and control groups across cognitive, affective, axiological, and metacognitive dimensions, confirming the effectiveness of the proposed pedagogical approach.

The theoretical significance of the research derives from establishing the conceptual foundations of literary text reception within literary-artistic education, as well as from outlining a scientifically validated framework for developing active, critical, and creative reception competences. The study emphasizes students' reflective engagement and the monitoring of their progress, while also offering an interpretation of curricular provisions and the ways in which visible learning technologies can be applied in the process of literary reception. Furthermore, it examines the impact of assessment based on indicators and descriptors of literary reception through visible learning technologies, proposing a viable and effective alternative to traditional teaching practices.

The research adds both scientific and practical value to the updating of teaching–learning–assessment strategies in literature and creates theoretical premises for the use of its results in the development of methodological guides, optional curricula, and open educational resources, thereby supporting the innovation of literary-artistic education at the high school level.

The praxiological value of the research is confirmed by the experimental study of the specific features of literary text reception at the high school level, as well as by the development of operational benchmarks for integrating visible learning into literature classes. The study provides concrete examples of visible learning technologies applicable in teaching practice and includes the design and experimental validation of a Methodology of literary-artistic education based on

these technologies, aimed at optimizing the reception of literary texts by high school students.

This methodology can be effectively used by teachers to improve the process of literary reception and also contributes to the continuous professional development of teaching staff by offering modern didactic solutions that are both theoretically grounded and experimentally validated.

The implementation of the scientific results was carried out through a pedagogical experiment conducted between September 2023 and May 2025 at Colegiul „Andronic Motrescu” in Rădăuți, Romania, and at Liceul Teoretic „Pro Succes” in Chișinău, Republic of Moldova. The study involved an experimental sample of 167 students from the 9th and 11th grades, as well as 93 teachers of Romanian language and literature from the two institutions.

The validation of the research results was achieved through presentations at national and international scientific conferences, publications in specialized journals, the accreditation by the Ministry of Education and Research of the training course “Integration of Visible Learning Technologies in Literary Text Reception”, the publication of the teacher’s guide “Approaching the Literary Text through Visible Learning Techniques. Methodological Guide for Teachers”, as well as the dissemination of results within pedagogical circles at the Suceava County level.

The publications related to the thesis topic include 18 scientific works, among which: 6 articles published in scientific journals, 6 articles in the proceedings of international conferences and congresses, and 6 articles published in the proceedings of national scientific conferences with international participation.

The volume and structure of the thesis comprise an introduction, three chapters, general conclusions and recommendations, bibliography, and appendices.

Key concepts: Key concepts: literary–artistic education (LAE), reception of literary texts (RTL), visible learning, visible learning technologies (VLT), dimensions of literary text reception, literary competence.

THESIS CONTENT

The introduction presents the scientific arguments regarding the topicality of the research theme and the importance of the investigated problem, a description of the research context through the identification of the most significant studies and reference authors, the clarification of the social conditions that generate the

research issue, the aim and objectives of the study, the research methodology, as well as the implementation and validation of the research results, together with the volume and structure of the thesis.

Contemporary literary-artistic education is undergoing a continuous process of adaptation to the demands of the information society and to the need for developing complex structures of understanding among high school students. In this context, the thesis is based on the premise that the integration of visible learning technologies supports students in constructing multidimensional representations of the literary text: cognitive (related to meaning and structure), affective (related to emotional experience and empathy), axiological (related to values and judgments), and metacognitive (related to awareness of one's own reading process).

The opportunity of studying this topic arises from an innovative approach to the process of literary reception, which proposes strategies oriented toward active, visible, and conscious learning, enhanced through educational technologies capable of transforming the classroom into an interactive and reflective space. By applying the principles of visible learning, the formation of critical and engaged readers is supported, with students developing analytical and interpretative reading competences essential for critical thinking.

Chapter 1. Theoretical benchmarks regarding the reception of literary texts in the context of literary-artistic education explores the theoretical foundations of literary text reception, with an emphasis on the integration of cognitive, affective, and social dimensions in the learning process. Specialized literature highlights that the literary text is not merely an object of reading, but a complex environment for stimulating critical thinking, empathy, and aesthetic reflection.

Bruner emphasizes the role of the text in shaping culture and narrative understanding, arguing that literary experiences facilitate the construction of meaning [4]. Flavell highlights the importance of metacognition, demonstrating that students who are aware of their own comprehension processes can more effectively interpret complex textual meanings [16]. Fisher complements this perspective by analyzing the multiple layers of meaning in literary texts, emphasizing the importance of contextual interpretation and implicit reception [15]. From an affective perspective, Nussbaum argues that empathy and emotional engagement are essential components of critical reading, facilitating the internalization of literary values and messages [27]. From an epistemological

standpoint, T. Kuhn uses the concept of paradigm to describe the dialectical evolution of core concepts within the field of literary-artistic education [26].

In Romania and the Republic of Moldova, a paradigm shift has been necessary due to a crisis situation that required the identification of effective solutions for addressing challenges in literary-artistic education.

The importance of the research topic is shaped by rapid transformations in contemporary education systems, which emphasize digital competences, student-centered learning, and the use of visible learning technologies (Visible Learning – a concept introduced by John Hattie in 2009), now essential for adapting the teaching process to the needs of modern learners.

The topic is relevant both nationally and internationally, as specialized literature highlights the lack of studies correlating traditional methods of teaching literature with digital technologies. At the same time, current pedagogical directions emphasize the need for active student involvement, as well as the development of empathy, critical thinking, and reflection—dimensions that are difficult to cultivate without innovative didactic tools [21].

The reasons for the growing importance of literary text reception among high school students include: the changing profile of learners, as adolescents are “digital natives” accustomed to interacting with information in a visual, fast, and interactive way, making traditional teaching methods less effective if not adapted to modern learning styles; the need for deep textual reception, since literature should develop critical thinking, empathy, and interpretative skills, while visible learning enhances feedback quality, self-assessment, and clarity of learning goals, supporting active and conscious reading; and the digitalization of education during the COVID-19 pandemic, which made the integration of technology in education essential and required the adaptation of literary teaching methods and content to new digital realities [6].

Regarding the dimensions of reception, studies show that they are interdependent and must be approached in an integrated manner. The cognitive dimension involves identifying narrative structure, stylistic devices, and authorial intent; the affective dimension refers to emotional response to the text; the metacognitive dimension involves awareness of one’s own comprehension process; and the social dimension concerns students’ interaction in literary discussions and debates. Recent research indicates that traditional methods based exclusively on frontal teaching fail to stimulate these dimensions in a balanced way, which justifies the integration of visible learning technologies [26].

The chapter also analyzes the stimulating factors of literary text reception: didactic factors (interactive methods, collaborative learning scenarios, and visual activities), individual factors (student motivation and competences), and contextual factors (school environment and available technological resources). The integration of digital technologies enables the simultaneous activation of all these factors, fostering a more active and deeper reception of literary texts. Empirical studies confirm that interactive and digital activities lead to better information retention, increased emotional engagement, and the development of critical analytical skills [1].

From a methodological perspective, the theoretical contributions of Paul Cornea provide essential benchmarks for organizing interpretative reading activities, facilitating the transition from passive reception to active involvement in meaning construction. These tools support the development of analysis, interpretation, and argumentation skills necessary for forming an autonomous reader [14].

Complementing these perspectives, John Hattie's pedagogical model of visible learning brings an important contribution to understanding educational effectiveness. Learning becomes efficient when it is explicit, monitored, and supported by continuous feedback from both teacher and student self-assessment [22]. Applied to literary text reception, this model enables students to become aware of their own reading and interpretation strategies, transforming learning into a reflective and self-regulated process.

In practice, teaching is no longer reduced to "instruction and memorization," but becomes an active, transparent, and monitorable process in which students understand what they learn and why, observe how they learn, receive immediate feedback, actively participate in the creation and interpretation of literary texts, and track their progress visibly. Reading becomes a visible process in which interpretative development can be continuously observed, analyzed, and optimized. Feedback plays a central role in developing literary competences, supporting the transition from intuitive understanding to reasoned and conscious interpretation. In this way, the student is transformed from a passive receiver into an active participant in meaning construction, capable of regulating their own learning mechanisms, oriented toward the status of an autonomous, reflective, and empathetic reader capable of integrating literary experience into their cultural and existential horizon [30].

Chapter 1 highlights the multidimensional nature of literary text reception, emphasizing the role of visible learning in this dynamic and integrated process of

personalized interpretation, through which the reader constructs meanings and achieves an understanding of the structure and content of the text (cognitive dimension), experiences aesthetic and emotional responses and develops empathy toward the fictional universe (affective dimension), identifies and internalizes moral, aesthetic, and cultural values (axiological dimension), and reflects on their own reading process through self-assessment and self-regulation of comprehension strategies (metacognitive dimension), in relation to their individual reading context. The fundamental theoretical results provide the basis for the development of the empirical research methodology and for the design of formative activities aimed at maximizing engagement and critical reception [31].

The research also highlights the necessity of integrating visible learning technologies into practice—didactic systems that make the processes of literary text reception visible by encouraging the expression and reflection on how students construct meanings, experiences, and values in the act of reading.

Chapter 2. The methodological framework for exploring literary texts through visible learning technologies aimed to establish the theoretical and methodological foundations for the exploration of literary texts through visible learning technologies in high school education. The analysis combines theoretical perspectives on students’ reception of literary texts with the pedagogical intervention developed within the study, with a focus on the cognitive, affective, and metacognitive processes involved in interpretation. It also describes the specific features of literary reception among high school students and presents the theoretical and methodological context of the instructional intervention.

The particularities of adolescence—such as the formation of personal and social identity, as well as heightened sensitivity toward the emotional and moral dimensions of human experience—significantly shape the way high school students relate to literary texts.

**Table 1. The profile of the high school reader
(particularities of literary text reception)**

Characteristic	Implications in reading	Teaching strategies
Symbolic operating capacity	Understand metaphors, symbols and allusions	Text analysis, individual and group interpretations
Sensitivity to existential themes	React to moral dilemmas	Guided discussions, creative projects
Need for intellectual autonomy	Prefer to explore text independently	Self-guided reading activities
Difficulties in monitoring comprehension	Incomplete or superficial interpretations	Journals, concept maps, guided reflections

The high school curriculum for Romanian language and literature emphasizes the development of literary reception as an active and reflective process, in which the student does not merely read, but also interprets, argues, and evaluates the meanings of the text in relation to personal and social values [18].

Literary text reception competences at the high school level target students' ability to understand, interpret, argue, and value literary texts, as well as to reflect on their own reading process, through the integrated activation of cognitive, affective, axiological, and metacognitive dimensions.

Table 2. Correlation of indicators with objectives, teaching methods, and assessment

Competency specific objective	Specific objective	Recommended teaching method	Evaluation
Interpreting the text Identifying themes, symbols	Identifying themes, symbols	Text analysis, guided discussions	Interpretation tests, essays
Arguing one's own opinion	Formulating reasoning and justifications	Debates, creative projects	Essays, oral presentations
Reflecting on values	Evaluating moral dilemmas	Debates, case studies	Reflection sheets, interviews
Literary empathy	Identifying with characters and situations	Emotional diaries, creative transpositions	Diaries, portfolios
Self-regulation of reading	Monitoring comprehension and strategies	Metacognitive diaries, concept maps	Evaluation through observation and self-reflection

In order to monitor the development of students' competences from grades IX to XII, comparative tables were developed to correlate curricular competences with progress indicators and practical activities. Progress indicators enable the evaluation of students' development across all dimensions of competence. The implementation of curricular provisions for literary text reception ensures coherence and progression, the integration of learning dimensions (cognitive, affective, axiological, and metacognitive), flexibility and adaptability, autonomy and critical thinking, as well as interdisciplinarity.

Table 3. Literary text reception: dimensions, activities, progress indicators, assessment (grades IX and XII)

Grade	Main competences	Recommended activities	Progress indicators	Evaluation
9th	Cognitive: identifying themes and conflicts Affective: emotional reaction	Text analysis reading journal guided discussions	Recognizing symbols and conflicts	Interpretation test, observation

	Axiological: moral judgment Metacognitive: monitoring strategy		expressing one's emotions	sheet, portfolio
10th	Cognitive: causal relationships Affective: emotional involvement Axiological: moral argumentation Metacognitive: adjusting strategies	Concept maps argumentative essays discussions	Developing complex interpretation supported argumentation	Essay, portfolio, teacher observation
11th	Cognitive: comparative analysis Affective: literary empathy Axiological: critical reflection Metacognitive: self-regulation	Comparative essays dramatizations group projects	comparing themes and expressing empathy ethical reflection	Comparative essay, portfolio, presentation
12th	Cognitive: synthesis and original interpretation Affective: creative involvement Axiological: autonomous judgment Metacognitive: complex self-regulation	Integrated literary projects digital portfolios multimedia presentations	autonomy in interpretation; creative projects axiological reflections	Final portfolio, presentation, teacher evaluation

Table 4. System of indicators for assessing progress in literary reception

Dimension indicators	Indicators	Measurement method
Cognitive	Identification of symbols and themes; analysis of relationships between characters	Interpretation test, essay, concept map
Affective	Ability to express emotional reactions and empathy	Reading journal, dramatization, portfolio
Axiological	Formation of moral judgment and evaluation of ethical dilemmas	Debate, case study, argumentative essay
Metacognitive	Monitoring and adjustment of reading strategies; self-regulation	Visible routines, portfolio, self-assessment

Through the analysis of specialized literature, it has been confirmed that visible learning technologies facilitate the making visible of cognitive and metacognitive processes, the development of critical and autonomous thinking, the improvement of argumentative and interpretative skills in literary analysis, and the integration of the affective dimension into the reading experience: Think Aloud

(verbalizing thinking to support self-regulation and deepen cognitive processes), visible thinking routines (clear structures for organizing observations and inferences, supporting analytical and reflective thinking), concept maps (visual tools for organizing and connecting key concepts from the literary text, enabling systemic understanding), metacognitive journals (self-reflection on learning processes, supporting the development of autonomous thinking), guided discussion (a method for promoting critical thinking through interaction and problematization of literary themes), and post-reading reflection (integration of literary understanding in a personal way, fostering experiential transfer).

Visible learning technologies are didactic systems that make the process of literary text reception visible by expressing and reflecting on how students construct meanings, emotions, and values during the act of reading. Visible learning technologies, applied in literary–artistic education, are regarded as integrated sets of strategies, methods, and tools through which the process of literary text reception is externalized, monitored, and reflected upon, facilitating the construction and expression of students’ cognitive, affective, axiological, and metacognitive representations, and transforming reading into an active, conscious, and self-regulated process.

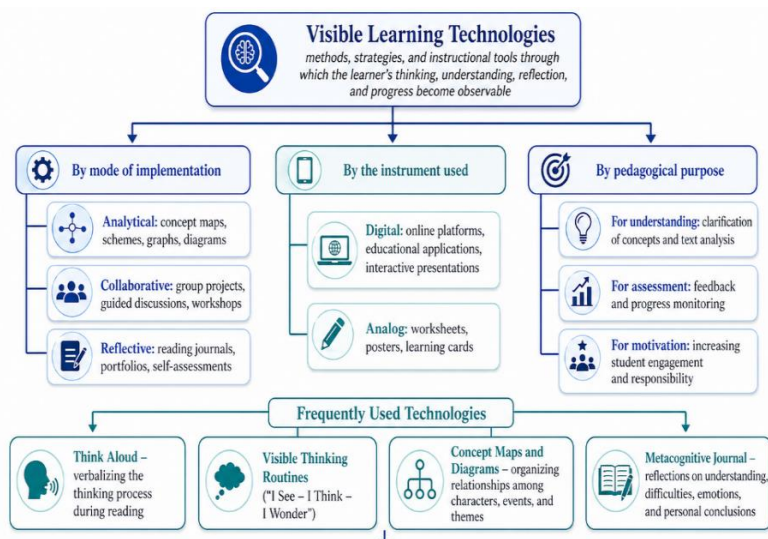


Figure 1. Taxonomy of Visible Learning Technologies recommended for the reception of literary texts (own elaboration)

This theoretical synthesis provided the foundation for the design of the experimental teaching interventions, described in detail, which integrate visible learning technologies within applied instructional scenarios.

The systematic application of Visible Learning technologies leads to the development of multiple competencies, in accordance with curricular standards: ***cognitive dimension***: students develop a deeper understanding of the text’s structure, themes, and symbols, and are able to formulate relevant inferences and arguments; ***affective dimension***: through emotional engagement and the use of metacognitive journals, students develop empathy toward characters and sensitivity to symbolic meanings; ***metacognitive dimension***: students become aware of their own thinking processes and of the strategies that work best for them; ***axiological dimension***: guided discussions enhance students’ ability to argue, collaborate, compare, and develop their own value system.

Table 5. Dimensions of literary text reception: applied examples and pedagogical tools

Dimension	Application	Examples tools
<i>Cognitive</i>	Capturing literary and figurative meanings Identifying characters, action and the relationships between them Recognizing narrative structure and techniques Analysis of symbols, metaphors and main themes concept maps	concept maps reading sheets quizzes and digital tests relationship diagrams
<i>Affective</i>	The reader's emotional reactions to the text Empathy for characters and situations Pleasure of reading and motivation to delve deeper into the text Living the conflicts and values presented reading	journals guided discussions storytelling techniques dramatization of the text
<i>Axiological</i>	Awareness of the moral, social and cultural values presented Relating to the literary era and context Awareness of the impact of the text on society and one's own identity	comparative analyses projects debates case studies digital portfolios
<i>Metacognitive</i>	Formulation of reasoned opinions and judgments; Correlating text with personal experiences and other texts; Identifying author's intent and hidden messages; Developing critical and metacognitive thinking	Canva – presentations Padlet – digital collages Miro – interactive maps Google Docs – real-time feedback, collaboration

The integration of visible learning technologies in the reception of literary texts at the high school level involves a reconceptualization of the teaching act, where the focus shifts from the transmission of information to the active and conscious construction of meaning. This approach is not limited to the occasional application of modern techniques, but requires their careful adaptation to the specific context of the class, the characteristics of the literary text addressed, and the curricular competencies pursued. Selecting the literary text is a fundamental pedagogical decision, as the level of difficulty, symbolic density, and narrative structure of the text directly influence the quality of reception. An appropriate text allows not only for the understanding of explicit content, but also for the exploration of deeper meanings, relationships between characters, and the values promoted. In this context, the teacher's role is to anticipate potential comprehension difficulties and to create the conditions for an authentic connection between the student and the text.

The theoretical model of the Methodology of Literary-Artistic Education through Visible Learning Technologies for the Reception of Literary Texts by High School Students confirms that visible learning technologies are essential elements for the holistic development of students' literary competence.

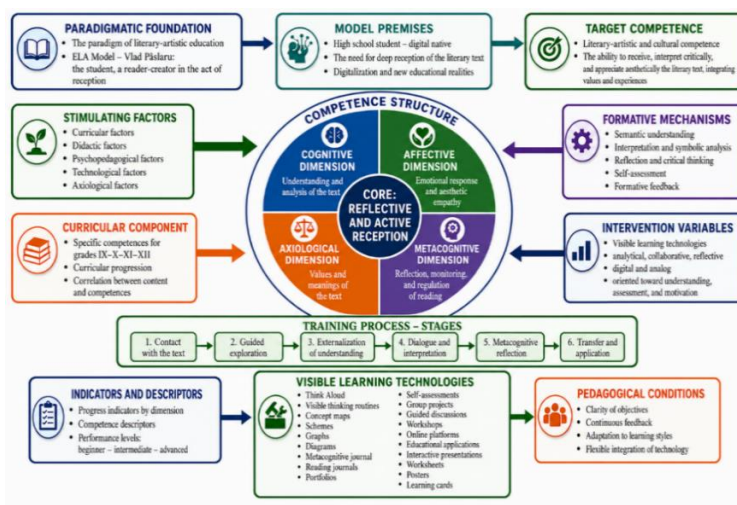


Figure 2. The theoretical model of the Methodology of Literary-Artistic Education through Visible Learning Technologies for the Reception of Literary Texts by High School Students

Chapter 2 aimed at the theoretical and methodological foundation of exploring literary texts through visible learning technologies in high school education. The analysis combined theoretical perspectives on the reception of literary texts by students and applied teaching intervention, with an emphasis on the cognitive, affective, and metacognitive processes involved in interpretation. Visible learning becomes effective only to the extent that it is integrated into a coherent teaching scenario, where each stage of reading contributes to the development of students' critical, reflective, and metacognitive thinking.

Chapter 3. The praxiology of valorising literary texts through Visible Learning technologies in high school presents the pedagogical experiment: the ascertainment stage, the formative stage, and the control stage. The approach to pedagogical reflection as a dimension of visible learning involved students' self-analysis and evaluation of their thinking and progress. The concepts addressed, rigorously defined in the theoretical chapter of the thesis, are used in the analysis of data and in the formulation of scientific conclusions.

The research was conducted between September 2023 and May 2025. The study was designed in accordance with a mixed methodological paradigm, combining quantitative analysis of students' performance with qualitative observations of their engagement in digital activities [42]. The introduction of Visible Learning technologies is pedagogically justified by their support for the integration of the dimensions of literary reception: cognitive, affective, axiological, and metacognitive. Students thus become autonomous, reflective, and emotionally engaged readers, capable of developing critical analysis skills and moral judgment within a modern and interactive educational environment.

The sample, consisting of 167 students from grades IX and XI from the "Andronic Motrescu" College in Rădăuți, Romania, and the "Pro Succes" Theoretical High School in Chișinău, Republic of Moldova, was drawn from diverse socio-cultural backgrounds, which ensures representativeness and allows for cautious generalisation of the results.

Table 6. Assessment of the dimensions of literary text reception within the pedagogical experiment

Experiment stage Instrument	Instrument	Dimension evaluated	What it measures / Purpose	Method of application / scoring
Finding (initial)	Reading sheet	cognitive	Understanding the text, identifying characters, themes	Written test on paper, scoring

	Digital quiz / grid	cognitive	Information retention, narrative structure	Google Forms automatic scoring
	Cognitive maps	cognitive metacognitive	Relationships between characters, themes, symbols	Drawing / digital application (Canva)
Intervention	Digital portfolio	metacognitive axiological	Creating and interpreting texts, connecting with values	Google Slides Canva, evaluation rubrics
	Reading journal	affective axiological	Emotions, impressions, value reflections	Students complete in online notebook, qualitative evaluation
	Debates/collaborative activities	metacognitive affective	Argumentation, critical thinking, empathy	Teacher observation + rubric
	Visible rubric	cognitive affective metacognitive	Monitoring progress and skills	Scoring rubrics level of achievement (excellent, good, average)
Control (final)	Literary commentary/ essay	cognitive axiological	Analysis, interpretation, argumentation	Evaluation rubric + numerical score
	Semi-structured interview	affective axiological metacognitive	Perceptions, emotions, values, reflections	Qualitative scoring, coding of responses
	Self-evaluation / peer-review	metacognitive axiological	Awareness of progress and one's own reception	Self-evaluation rubric questionnaire

Most students show a moderate interest in reading (41%), which reflects fluctuating affective engagement and a limited level of reception. A smaller proportion (20%) demonstrates a high level of involvement, correlated with deeper cognitive processing, while approximately one third of students (31%) display low or no interest, which negatively affects the development of all dimensions of literary reception.

The frequency of reading outside school confirms these trends: most students read only occasionally (27% rarely, 38% weekly), and only 17% read daily, while a segment reports no reading at all (9%). The results indicate that the affective dimension directly influences the cognitive dimension, whereas the axiological and metacognitive dimensions remain insufficiently developed, especially in the absence of consistent reading practices.

Table 7. Text/reading enjoyment

Answer	Number of students	%
Yes, very much	35	20%
Sometimes	69	41%
A little	37	22%
Not at all	16	9%

Table 8 Frequency of reading activities

Answer	Number of students	%
Daily	30	17%
Weekly	64	38%
Rarely	46	27%
Never	16	9%

The use of digital platforms is relatively limited and unsystematic (39% report frequent or occasional use), while most students use them rarely or not at all, which indicates uneven teaching practices and an unequal activation of cognitive and metacognitive dimensions. However, more than half of the students (54%) perceive a positive impact on the affective dimension, through increased interest, and 25% acknowledge cognitive benefits. The smaller percentages of students who do not notice any differences suggest a limited use of the metacognitive dimension and differences in axiological perceptions regarding the usefulness of technology. Overall, the effectiveness of platforms depends on their methodological integration, with an impact on all dimensions of literary reception.

Table 9. The use of digital platforms in Romanian language classes

Answer	Number of students	Percent
Never	55	32%
Rarely	44	26%
Sometimes	50	29%
Yes, frequently	18	10%

Table 10. The role of digital platforms in students' vision

Answer	Number of students	Percent
They make them more interesting	91	54%
They explain more clearly	42	25%
I don't notice any differences.	30	17%
It doesn't help.	4	2%

The independent variable is represented by the use of Visible Learning technologies in literature teaching, operationalised through concept maps, metacognitive journals, thinking routines, and formative feedback. The dependent variables refer, in the case of students, to the fundamental dimensions of literary text reception: the cognitive dimension, reflected in the depth of literary interpretation through understanding and analysing the content, structure, and meanings of the text; the affective dimension, expressed through the student's emotional engagement with the literary text; the axiological dimension, evidenced by the identification, evaluation, and internalisation of moral, aesthetic, and cultural values present in the literary work; and the metacognitive dimension, materialised in the ability to critically evaluate one's own interpretation and to

self-regulate the reading process.

Table 11. Operationalisation of the dependent variables of the research

Variabila dependentă	Indicatori	Descriptori	Instrumente de evaluare	Niveluri de performanță
Cognitive dimension	Identification of ideas and structure	Identify the theme, main and secondary ideas	Reception test, reading worksheets, concept maps	Experimental Advanced Intermediate
	Interpretation of meanings	Formulate accurate interpretations of text sequences	Interpretation items, literary commentary	
	Making inferences	Draw conclusions from context	Text analysis tasks	
Affective dimension	Emotional reactions	Express emotions towards characters and situations	Reading journal, guided discussions	Experimental Advanced Intermediate
	Literary empathy	Affectively relate to characters	Written reflection, Think Aloud	
	Engagement in reading	Actively participate in activities	Systematic observation	
Axiological dimension	Identification of the text's values	Recognizes moral and cultural values	Debate, argumentative essay	Experimental Advanced Intermediate
	Value judgments	Argues ethical positions	Guided discussions, essay	
	Relating to moral dilemmas	Analyzes characters' behaviors	Literary case study	
Metacognitive dimension	Awareness of reading	Explains the understanding of the text	Metacognitive journal	Experimental Advanced Intermediate
	Self-regulation of reading	Corrects comprehension strategies	Observation, self-assessment	
	Monitoring progress	Reflects on personal progress	Reflection sheets	

The experimental activities were organized based on the Romanian Language and Literature Curriculum, as a policy document that guides learning objectives, content, and the competence of literary text reception. Visible learning technologies, applied in literary–artistic education, were defined as integrated sets of strategies, methods, and tools through which the process of literary text reception is externalized, monitored, and reflected upon, facilitating the construction and expression of students’ cognitive, affective, axiological, and metacognitive representations, and transforming reading into an active, conscious, and self-regulated process.

The teachers in the experimental group used visible learning technologies, acquiring competences in their application during the period October 2024 – May 2025, following their participation in the training course “Integrating Visible Learning Technologies in the Reception of Literary Texts,” included in the offer of the Suceava Teachers’ Training Center for the 2024–2025 school year.

Exploring characters through visible thinking enabled students to identify psychological traits, motivations, and character development, thus fostering a deeper understanding of the text and the development of analytical thinking [25]. Through collaborative literary commentary, students were given the opportunity to formulate opinions and arguments in real time, facilitating interaction and feedback from peers and the teacher. The concept map functioned as a visual tool for organizing themes and relationships between the main concepts of the text, allowing for a clear representation of logical and thematic connections in reading. Other visible learning technologies—such as interactive quizzes with feedback and the digital literary journal—aimed at assessing and consolidating knowledge, while digital debate and stylistic analysis through visible thinking promoted argumentation, communication, and critical reflection. Activities such as collaborative digital literary collage, visible literary infographic, and interactive digital presentation for literary text reception facilitated the synthesis and communication of literary messages in a creative manner, adapted to students’ digital competences [8].

The diversity of instruments—questionnaire, achievement test, and reading worksheet—enabled data triangulation and the correlation of students’ results with transformations observed in teaching practices. Progress indicators included both quantitative and qualitative criteria: increased complexity of interpretative inferences, development of coherent argumentation, consolidation of awareness of reading strategies, manifestation of literary empathy and axiological reflection, as well as the orientation of teachers toward teaching centered on thinking processes.

The data collection procedure was carried out over the course of one school year, during literature classes and extracurricular activities, ensuring informed consent, data confidentiality, and participant protection. Students were engaged in activities designed to make the processes of understanding and interpreting texts explicitly visible [9]. Quantitative data were processed using descriptive and inferential statistics to assess students’ levels of reception, while qualitative observations enabled the identification of students’ behaviors, strategies, and reactions within visible learning-based activities. This combination provided a comprehensive view of how visible learning technologies influence the process of

literary text reception [28].

Table 12. Correlation of formative activities with the qualitative values of respondents and the indicators observed in the visible learning process

Visible Learning Technology	Targeted Dimensions	Qualitative Values of Respondents (Students)	Achieved Indicators
Exploring Characters through Visible Thinking	Cognitive, Affective	Clarity in understanding characters, increased empathy, heightened interest	Correct identification of traits, use of emotions in interpretation
Visible Literary Commentary	Cognitive, Metacognitive	Increased ability to argue, awareness of one's own thinking	Structured comments, use of textual arguments
Concept Map	Cognitive, Metacognitive	Logical organization of information, understanding of relationships within the text	Coherent structures, connections between characters, themes, symbols
Interactive Quiz with Feedback	Cognitive	Increased motivation, active engagement, interest in quick verification	Quick responses, positive feedback in evaluation
Digital Literary Journal	Affective, Metacognitive	Personal reflection, authentic expression, emotional involvement	Reflective texts, personal connections with the text
Digital Debate	Cognitive, Axiological	Development of critical thinking, acceptance of different perspectives	Pro and con arguments, active dialogue
Visible Stylistic Analysis	Cognitive	Attention to detail, understanding of literary language	Identification of figures of speech, coherent explanations
Collaborative Digital Literary Collage	Affective, Creative	Creativity, visual expression, emotional involvement	Symbolic representations, use of relevant images
Visible Literary Infographic	Cognitive, Metacognitive	Ability to synthesize, clear visual organization	Logical structures, correctly represented relationships
Interactive Digital Presentation for Literary Text Reception	Cognitive, Metacognitive	Clarity in expression, confidence in presentation, coherence	Structured presentations, use of multimedia support

The results were analyzed by correlating students' performance in activities based on visible learning technologies with those obtained through traditional methods. The distribution of scores highlights differences between students actively engaged in digital activities. Qualitative observations confirmed that interactivity and the visibility of the learning process enhance motivation, affective engagement, and critical thinking, reducing the passivity characteristic of traditional lessons [42]. The evaluation revealed significant progress in the experimental group.

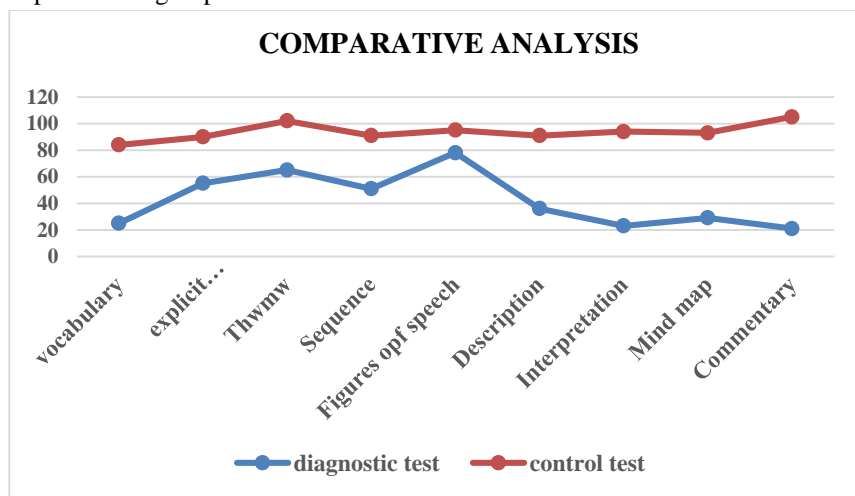


Figure 3: Compared experimental values regarding the reception of literary text by high school students in the experimental group (observation phase and control phase)

The comparative analysis of high school students' reception of literary texts through visible learning technologies highlights significant differences between the experimental group and the control group across all dimensions of literary text reception: cognitive, affective, metacognitive, and axiological. Students who used visible learning technologies demonstrated a deeper understanding of literary themes, identifying both main and secondary themes and supporting their interpretations with concrete textual evidence. The analysis of symbols and stylistic devices was more detailed and accurate in the experimental group, due to visual tools that enable the representation of relationships and connections between textual elements. In terms of critical thinking and argumentation, students in the experimental group provided coherent responses, multiple perspectives, and clear cause-effect explanations, unlike those in the

control group, whose answers were more descriptive and superficial.

The pedagogical experiment showed that students respond positively to clear structures and the visualization of thinking; reflection- and problem-based methods stimulate motivation and active engagement, while the combination of techniques enhances information retention and the ability to transfer strategies to new texts. The results demonstrate that these interventions improve the quality of literary interpretation, foster autonomy, critical thinking, and affective engagement, and prepare students for an active and conscious reception of literary texts in diverse contexts. Metacognition and self-assessment were particularly evident in the experimental group, as students adjusted their reading strategies, monitored their progress, and corrected errors in real time.

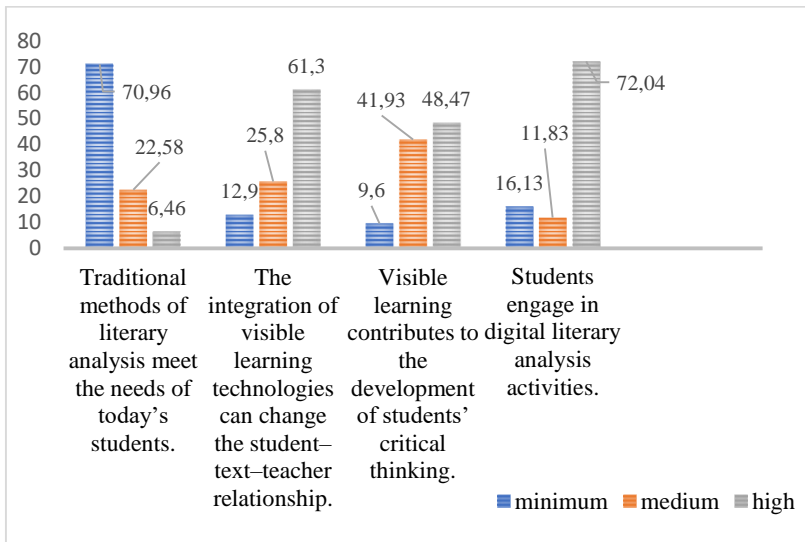


Figure 4. Teachers' Perception of the Importance of Visible Learning in the Educational Process

The aggregated responses of the teachers confirmed the need for a staged implementation process, which allows not only the controlled application of theoretical principles but also the investigation of their effectiveness in developing active, reflective, and metacognitive literary text reception competences.

The methodology of literary–artistic education through visible learning technologies for the reception of literary texts enabled the optimization of the literary text reception process among high school students by integrating specific

visible learning technologies into Romanian language and literature classes. The experimental chapter demonstrated that Visible Learning Technologies (VLT), which encompass all digital and methodological tools that make students' cognitive processes visible through progress monitoring, immediate feedback, and continuous assessment of learning outcomes, represent an essential instrument in literary–artistic education for high school students. They contribute to improved academic performance, the development of critical and metacognitive thinking, and the enhancement of collaboration and communication through structured group activities and continuous feedback.

The comparative analysis shows that the implementation of visible learning technologies in the process of literary text reception leads to greater clarity of the learning process, better structuring of information and connections, increased engagement and motivation, and the development of metacognitive and self-regulation competences. A statistically significant relationship was identified between the use of visible learning technologies and the quality of literary text reception.

The comparative study highlights that visible learning technologies represent coherent sets of didactic strategies, methods, and techniques that go beyond isolated tools and contribute to improving the quality of literary text reception among high school students. The proposed framework supports the development of literary reception competences through the integrated valorisation of the cognitive, affective, axiological, and metacognitive dimensions of literary text reception (LTR).

Chapter 3 highlights the levels and progress of literary text reception among high school students through the use of visible learning technologies and collaborative learning, which foster accurate understanding of the text's message, personal interpretation of literary values, empathetic engagement with characters, creative reformulation of the text, argumentation of personal opinions, and transfer of conceptual content to new contexts. The analysis of experimental data confirms the research hypothesis and demonstrates the achievement of curricular provisions regarding literary text reception.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The scientific results of the research confirm the achievement of the proposed goal: the design, foundation, and validation of an innovative teaching methodology for literary-artistic education through visible learning technologies. The objectives were fully accomplished: as well as a system of indicators and descriptors intended to operationalize the dimensions of literary text reception, the relationship between visible learning technologies and the development of literary text reception competence among high school students was identified and validated, the Methodology was designed and applied, and its efficiency was demonstrated in the experimental group. This approach allowed for the shift from a traditional teaching approach, focused on passive transmission of information, to an active, reflective, and observable process oriented towards the individual progress of students.

2. The scientific contributions of the research are embodied in the development and foundation of the conceptual framework of literary text reception in the context of using visible learning technologies, identifying and validating the functional relationship between visible learning technologies and the development of students' reading competencies, designing and operationalizing a system of indicators and descriptors for evaluating literary text reception competence, designing, implementing, and validating the teaching methodology for literary-artistic education through visible learning technologies, and experimentally demonstrating the effectiveness of the Methodology in real teaching contexts by highlighting the significant progress of students in cognitive, affective, axiological, and metacognitive areas.

3. The author's personal contributions are reflected in original contributions to the field of literature didactics:

- **Theoretically:** I developed the paradigm of literary-artistic education and introduced visible learning technologies as an essential pedagogical variable.
- **Conceptually:** I developed an integrated model of literary reception, with cognitive, affective, axiological, and metacognitive dimensions.
- **Methodologically:** I created and validated the indicators and descriptors of literary text reception competence for formative evaluation of literary reception.
- **Praxiologically:** I designed, applied, and validated the Literary-Artistic Education Methodology through visible learning technologies for literary text reception as an instrument to optimize the teaching-learning-evaluation process.
- **Experimentally:** I demonstrated significant differences between the

experimental group and the control group, confirming the methodology's effectiveness. Personal contributions are documented in chapters dedicated to developing the conceptual framework of literary reception, validating the relationship between visible learning technologies and literary text reception, creating and applying the system of indicators and descriptors, designing and testing the methodology, and implementing and evaluating it experimentally.

Through the analysis of the proposed topic, the design, experimentation, and validation of the Literary-Artistic Education Methodology through visible learning technologies for the reception of literary texts by high school students, through scientific publications and participation with communications at conferences, through approved training courses and publications with ISBN in the field, through the methodological guide *Approaching Literary Texts through Visible Approaching Techniques*, as well as through practical activities with 9th and 11th-grade students, I contributed to changing the perspective on literary reception: instead of being seen as a final result, interpretation is analyzed as a dynamic, observable, and measurable process.

4. Theoretical and Praxiological Value:

Theoretically, the research contributes to the development of the theory of literary-artistic education by conceptualizing literary text reception as a multidimensional process, which includes cognitive, affective, axiological, and metacognitive dimensions. The theoretical conclusions of the research reveal that literary reception is not limited to the simple decoding of texts, but involves a set of cognitive and metacognitive processes that allow students to understand, interpret, and appreciate literary texts in depth. By integrating the concept of visible learning and creating an emerging educational model, the articulation between theoretical foundations, innovative methodology, digital tools, and formative assessment has demonstrated that visible learning technologies play a role in clarifying learning objectives, tracking student progress in real-time, providing rapid and personalized feedback, involving students in self-assessment and reflection, and transforming learning into a measurable and observable process. Literary reception is conceived as an interactive and dynamic process in which the student becomes an active participant, not just a passive receiver.

Praxiologically, the research's value derives from the fact that it provides an applicable methodology, concrete tools, and strategies for optimizing the teaching process and teacher training. The study offers an applicable methodological framework in literary-artistic education, consisting of a teaching methodology validated through pedagogical experiments, concrete tools for evaluating literary

reception (indicators, descriptors), teaching scenarios focused on visualizing student thinking, progress monitoring, and formative feedback, teacher training for using the methodology, optimizing teaching, and stimulating active and reflective student engagement. The results support the development of a good practice model in literary-artistic education, combining solid theoretical concepts, innovative teaching methods, digital technologies, and formative assessments. The proposed model facilitates the development of literary reception competence, stimulates affective and creative involvement, and provides concrete tools for monitoring student progress. The experimental validation of the intervention's efficiency showed significant differences between the experimental and control groups in the development of literary competencies. This combined value confirms the theoretical and practical relevance of the research, providing both a foundation for further scientific developments and concrete tools for teaching practice.

5. Impact and Validation of Results. The methodology for literary-artistic education through visible learning technologies for literary text reception has been validated through: scientific publications, a methodological guide, pilot school applications, and possible curricular integration. The experimental study confirms its effectiveness in developing reading competencies and student autonomy. The research results had a significant impact both theoretically and practically, being validated through multiple methods: scientific dissemination: publishing results in specialized journals and scientific papers, presenting results at national and international conferences, which allowed for the scientific validation of the methodology and proposed conceptual framework; tools and methodological materials: creating indicators and descriptors for literary text reception, used for formative evaluation of literary reception, elaborating the methodological guide *Approaching Literary Texts through Visible Learning Techniques*, which proposes concrete scenarios and activities for Romanian language and literature teachers; application in schools and practical experience: implementing the methodology in the pedagogical experiment in participating high schools, demonstrating the improvement of interpretive performance, affective involvement, and development of metacognitive competencies in students, as well as the possibility of curricular integration by adapting scenarios and tools to existing school programs.

6. Limits of the Research: The research presents some limitations: the sample size, the limited geographical context, and the dependence on teachers' digital competencies. These limitations do not diminish the value of the research but

provide a framework for recommendations regarding the extension of the study.

7. Recommendations. In line with the conclusions formulated, we propose the following recommendations:

At the Macrostructural Level:

- At the level of the Ministry of Education and Research (MEC): Explicit integration of visible learning technologies as core didactic strategies in the Romanian Language and Literature curriculum, through the formulation of specific competencies aimed at critical interpretation, self-regulation, and metacognitive reflection, in alignment with the graduate profile.

- At the level of curriculum and textbook authors: It is recommended to systematically integrate active reception models and tools specific to visible learning, such as Think Aloud, thinking routines, concept maps, and metacognitive journals, into the structure of learning units, to support the transition from literal understanding to argued and personalized interpretation

- At the level of continuous professional development institutions: Development of training programs for teachers focused on the integrated application of visible learning technologies in literature teaching, with concrete examples, teaching scenarios, and tools for assessing student progress

At the Microstructural Level:

- At the level of educational institutions: Development and implementation of integrated teaching scenarios that leverage visible learning technologies to develop students' skills in literary analysis, interpretation, and argumentation.

- At the level of methodological committees: Promoting the exchange of best practices regarding the use of thinking visualization methods, organizing workshops and demonstration lessons that highlight their impact on understanding literary texts.

- At the level of teachers: Systematic use of formative feedback, self-assessment, and guided reflection to support learner autonomy.

- At the level of current teaching activities: Integration of visual tools and graphic organizers to structure information, facilitating connections between ideas, characters, and literary themes.

- At the level of students: Encouraging active involvement in the reading process through collaborative activities, guided discussions that develop empathy and critical thinking.

- At the level of assessment: Use of visible rubrics with performance criteria, allowing progress monitoring and adjustment of learning strategies.

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❖ **training course authorized by the Ministry of Education and Research:**

Integration of visible learning technologies in the reception of literary text. In: Offer of training courses authorized, 21.11.2025, Romania, p. 222-225.

❖ **methodological guide for teachers: CIOBÎCĂ, P. T., MARIN, M.**
Approaching the Literary Text through Visible Learning Techniques: A Methodological Guide for Romanian Language and Literature Teachers. Suceava: George Tofan Publishing, 2026, 144 p. ISBN 978-606-625-593-6.

ANNOTATION

Ciobîcă Paula Tamara, “The Reception of Literary Texts by High School Students in the Context of Visible Learning Technologies”, Chişinău, 2026

The structure of the thesis includes: introduction, three chapters, general conclusions and recommendations, bibliography from 164 sources, annotation (Romanian, English), key concepts in Romanian and English, list of abbreviations, 149 pages of basic text, 55 tables, 21 figures, 16 annexes.

Key concepts: literary-artistic education (LAE), literary text reception, Visible Learning, Visible Learning technologies (VLT), dimensions of literary text reception, literary text reception competencies (LTR).

Field of study: School didactics by educational levels and subjects

Research aim: The aim of the research is to design, theoretically substantiate, and experimentally validate a methodology of literary-artistic education through Visible Learning technologies, in order to optimize the reception of literary texts by high school students.

Research objectives: determining the theoretical benchmarks regarding the reception of literary texts (RTL), establishing the configuration of stimulating factors of RTL within the literary-artistic education (ELA) process, analyzing curricular provisions and the recommendation of visible learning technologies (VLT) in the RTL process, designing indicators and descriptors of RTL for high school students through VLT, developing and experimentally validating the methodology of literary-artistic education based on the integration of visible learning technologies, in order to optimize high school students' reception of literary texts.

Scientific novelty and originality of the research result from the development of indicators and descriptors of literary text reception adapted to the specific nature of literature as an artistic discipline, the theoretical and methodological integration of Visible Learning technologies into the process of literary text reception, the analytical alignment of curricular provisions with the pedagogical potential of Visible Learning technologies, and the design and experimental validation of a methodology of literary-artistic education through Visible Learning technologies for literary text reception. The study generates new scientific knowledge regarding the theory and methodology of literary-artistic education for the active, reflective, and conscious reception of literary texts by high school students through the exploration of innovative technologies.

Scientific results contributing to the solution of the research problem demonstrate that the use of Visible Learning technologies facilitates students' active engagement, increases motivation, and supports the development of critical and analytical thinking. Experimental results show that students trained in active and reflective reception strategies are able to formulate well-argued personal opinions, creatively interpret literary characters and themes, and integrate cultural experience into their own understanding of the text.

The theoretical significance of the research derives from establishing the theoretical foundations of literary text reception within the context of literary-artistic education, the description of a scientifically validated framework for developing active, critical, and creative reception competencies, with an emphasis on students' reflective engagement and progress monitoring, as well as the interpretation of curricular provisions and ways of applying and using Visible Learning technologies in the process of literary text reception.

The praxiological value of the research is confirmed by the development of indicators and descriptors of literary text reception, the creation of operational benchmarks for integrating Visible Learning into literature classes, providing concrete examples of activities and formative assessment methods applicable in teaching practice, and the design and experimental validation of a methodology of literary-artistic education through Visible Learning technologies for literary text reception by high school students, offering theoretically grounded and experimentally validated modern teaching solutions.

The implementation of the research results was carried out within a pedagogical experiment conducted between September 2023 and May 2025 at “Andronic Motrescu” College in Rădăuți, Romania, and at “Pro Succes” Theoretical High School in Chişinău, Republic of Moldova. Through the diagnostic phase of the proposed topic, the design, experimentation, and validation of the methodology of literary-artistic education through Visible Learning technologies for literary text reception by high school students, as well as through scientific publications, conference presentations, accredited training courses, and field-specific publications, the research contributed to a shift in perspective on literary reception, conceptualizing literary text reception as a dynamic, observable, and measurable process.

CIOBÎCĂ PAULA TAMARA

**RECEPTION THE OF LITERARY TEXTS BY HIGH SCHOOL
STUDENTS IN THE CONTEXT OF VISIBLE LEARNING TECHNOLOGIES**

**532.02. SCHOOL DIDACTIC BY STAGES AND EDUCATIONAL
DISCIPLINES (ROMANIAN LANGUAGE AND LITERATURE)**

SUMMARY

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