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# APPROACHING THE ROMANIAN LANGUAGE AND LITERATURE LESSON THROUGH THE LENS OF DIGITAL EDUCATION

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This article examines the integration of artificial intelligence (AI) into Romanian Language and Literature (RLL) lesson in school education. The author argues that, although significant risks exist, the rigorous and critically conscious incorporation of digital technologies into the contemporary lesson generates substantial benefits, provided that such integration remains subordinated to curricular principles and centered on the evolving personality of the learner. The study develops two distinct thematic directions: the correlation between digital education and the competency-based paradigm, and the reconfiguration of the educational process through the use of artificial intelligence. Particular attention is devoted to the specific features of the RLL lesson approached from a digital education perspective, as reflected in content selection, teaching methods, instructional design, teaching, learning, and assessment.

***Keywords:*** *Artificial Intelligence, Romanian Language and Literature lesson, IT domain, linguistic and literary education, digital education.*

## ABORDAREA LECȚIEI DE ROMÂNĂ PRIN PRISMA EDUCAȚIEI DIGITALE

Articolul pune în discuție valorificarea domeniului inteligenței artificiale la lecțiile de limba și literatura română în școală. Autorul susține ideea că, deși există suficiente riscuri, implicarea riguroasă și conștientizată a digitalului în lecția contemporană are mai multe beneficii, dacă este subordonată principiilor curriculare și centrării pe personalitatea în devenire a elevului. Articolul conține două direcții tematice distincte: corelarea digitalului cu paradigma competențială și reconfigurarea procesului educațional prin apelul la inteligența artificială. În mod special, se dezvoltă particularități ale lecției de română abordate prin prisma educației digitale în funcție de mai mulți parametri: conținuturi, metode didactice, proiectare, predare, învățare, evaluare etc.

***Cuvinte-cheie****: Inteligența artificială, lecția de română, domeniu IT, educație lingvistică și literar-artistică, educație digitală.*

### Introduction

Artificial intelligence (AI) has become an increasingly prominent topic in national educational policies and institutional strategies, owing to its potential “to address some of the biggest challenges in education today, to innovate teaching and learning practices, and to accelerate progress towards Sustainable Development Goal 4” [2] – namely, ensuring quality education for all. Following analyses concerning the achievement of SDG 4, the European Commission developed the Digital Competence Framework (DigComp), which structures learners’ capacities into five key areas: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. These domains “encompass a wide range of abilities, from retrieving and managing information to effective communication and the ability to create and manipulate digital content” [8, p. 23].

The use of information technologies and AI in a discipline seemingly distant from the IT field, such as Romanian Language and Literature (RLL), does not aim to radicalize the subject’s objectives or to add new “soft” content to it. Canonical literary works are not replaced by “texts from the internet,” as is sometimes suggested (also on the internet). Approaching the RLL lesson through the lens of digital education provides a contemporary framework for exercising and consolidating competencies formed through the study of tex-

tual signs. Reading, analysis, interpretation, and communication about texts thus become reflective, ethical, and responsible experiences within the digital environment.

The IT domain, inherently integrative, represents a favorable pedagogical framework for developing students' key competencies. Teachers or school methodological committees select content (texts) according to curricular principles, taking into account the student cohort and the professional preparation of educators. The integration of AI presupposes a reconceptualization of the didactic act, equipping it with modern instruments and emphasizing active learning, reflective engagement, and collaborative practices.

"The exponential development of information and the speed of its global dissemination – quantitative aspects – are closely correlated with the qualitative expansion of knowledge, the diversification of knowledge structures, and the continuous multiplication of scientific domains" [4, p. 19]. Innovative digital educational content becomes an essential condition for the authentic integration of digitalization into the instructional process: electronic textbooks, virtual simulators for vocational education, digitized laboratory work, intelligent laboratories, and related tools configure a domain with high formative potential and strong appeal. Within this framework, the concept of *New Media* – associated with the expansion of the internet and the development of web-based applications – is fully applicable to the RLL lesson. It designates "any interactive digital media product distributed through computer networks or the totality of texts, sounds, images, and graphics processed on a computer and collected in databases" [7].

**Methodological Approaches**

***Correlation with the Competency-Based Paradigm and the Student-Centered Learning Model***. RLL didactics aims to integrate the discipline with the IT domain on the basis of the competency-based paradigm, which shifts emphasis from the accumulation of knowledge to the mobilization of cognitive, attitudinal, and operational resources in authentic communicative situations, thus contributing to the formation of the learner's personality. The student-centered learning model facilitates the achievement of this major objective, including through the use of AI, which enables more rapid adaptation to levels of difficulty and the generation of formative feedback in the learning process, within a "general consensus that AI will transform the economy and society" [3].

The strength of correlating disciplinary didactic principles with the IT domain lies in transforming the lesson from a space of knowledge transmission into an environment for competence training. The student becomes an active agent of his or her own formation; the lesson becomes an active process of constructing meaning through interaction with the text and with others; technology becomes a means of exercising capacities for reception, production, and critical analysis of discourse. The ultimate outcome of this correlation is the development of intellectual autonomy and the capacity for reflective language use in varied contexts, including digital ones, without diluting disciplinary rigor.

In the logic of self-regulated learning – particularly evident in extra muros activities, where students work independently – the use of AI, as a favorable medium for stimulating cognitive curiosity, supports the planning, monitoring, and evaluation of one's own learning process. The student formulates objectives, requests feedback, and adjusts reading and writing strategies. AI can organize and structure content or instruments for its valorization: conceptual maps, questionnaires, synoptic tables, and reformulations facilitate the transfer of information from working memory to long-term memory through logical connections. Properly organized, recourse to AI does not simplify the cognitive process; rather, it makes it more explicit and systematic, providing students with instruments for reflecting on their own mental operations. Critical and metacognitive thinking are thus strengthened and deepened.

IT represents, fundamentally, an extension of intellectual functions rather than a mechanism for replacing them. Applied in RLL didactics as a cognitive instrument, the digital environment supports the analysis, synthesis, and evaluation of literary reality: it may provide structural outlines for an essay, explanations regarding the observance of stylistic registers, suggestions for intertextual connections, or models of argumentation. However, the decision concerning relevance and adequacy belongs to the student, mediated by the teacher. At the center of the hermeneutic process remains the human being: endowed with aesthetic sensitivity, cultural contextualization, and axiological judgment – dimensions that an algorithm may simulate but cannot internalize.

In this context, the teacher's role does not diminish; rather, it is reconfigured at the curricular level: content curator, task designer, and facilitator in navigating the informational ocean. In the first capacity, the teacher verifies the validity of information, recommends web sources closely aligned with the curricular unit under study, and establishes clear criteria for AI use. As a task designer, the teacher develops activities that require deep cognitive engagement, transfer, and personal argumentation. As a facilitator, the teacher creates contexts of dialogue and critical stance between the student and digital instruments, guiding reflection and preventing inert acceptance of automatically generated responses.

Regarding the learner, he or she may be approached within a threefold paradigm of digital education, understood evolutionarily: I) ***directed*** by AI, storing information provided by digital sources (*learner-as-recipient*); II) ***supported*** by AI, participating as a partner in the development of information (*learner-as-collaborator*); III) ***empowered*** by AI, creating and promoting information useful to others (*learner-as-leader*) [9]. With each level, the scope of competencies expands, responding to educational aims.

Associated with the IT domain and its connection to artificial intelligence, the RLL lesson focuses on the formation of an integrated set of competencies necessary for students to navigate the knowledge society and contemporary digital environments:

- linguistic and literary communication competencies;
- digital and informational competencies;
- cognitive and metacognitive competencies;

social and ethical competencies.

Collectively, these competencies aim to valorize language as an instrument of thought, communication, and interpretation, and to consider reflective or argumentative exercise as support in decision-making processes. They structure students' thinking, train them to interpret critically diverse messages, and to construct meaning in multimodal contexts. These finalities presuppose the integration of literary and linguistic competencies with digital, cognitive, and ethical ones, so that students may perceive, evaluate, and produce relevant, coherent, and responsible messages, appropriate to purpose and target audience, including through the conscious and controlled use of AI.

Thus, the RLL lesson becomes a space for practicing critical reading of digital sources, for awareness of the limits and risks of internet use (clichés, errors, inconsistencies, accidental information, discursive manipulation), as well as for capitalizing on its potential in writing, textual analysis, paraphrasing, or interpretative exploration. Within such an approach, students are encouraged to monitor their reading and writing strategies, compare their own solutions with algorithmically generated ones, and develop intellectual autonomy, avoiding passive dependence on web-based tools. They learn to adopt a reflective stance toward the production and circulation of messages in the digital public sphere, to recognize – and prevent – the toxic impact of messages that reveal forms of functional illiteracy, and to promote respect for diversity of opinion when such opinions adhere to universal human values.

*Linguistic and Literary Communication Competence*. Approached through the digital lens, linguistic and literary communication competence is configured as an integrative capacity to produce fluent and textually grounded discourse across varied communication environments. It presupposes logical structuring of the message, appropriate use of connectors and cohesive mechanisms, and adaptation of register and argumentative strategies to the communicative situation and type of audience, including in online contexts. Argumentation becomes an exercise in rigor and responsibility, in which quotation, paraphrasing, and commentary are coherently integrated into the demonstrative endeavor. In the digital context, this competence also entails epistemic discernment, ethical use of resources, and awareness of one's own process of meaning construction, guiding students toward intellectual autonomy and communicative maturity.

*Digital and Informational Competence*. Within the RLL lesson, digital and informational competence is shaped as the student's ability to navigate critically and responsibly within the contemporary informational space, integrating digital resources into the analysis and production of discourse related to the literary work studied. This includes the capacity to search for and select relevant information for textual interpretation, evaluate the credibility and pertinence of sources, and distinguish between random opinion, well-founded argument, assumed idea, and automatically generated content. In this framework, the use of digital instruments and AI becomes

reflective and ethical. Students understand both the formative potential of these tools and their limitations, inaccuracies, or associated risks (generalizations, imprecision, standardized patterns). The competence also includes awareness of digital footprint and the responsibility entailed in publishing or distributing content. In the RLL lesson, this competence supports the formation of an autonomous reader and author, capable of using the digital environment as an instrument of knowledge rather than a substitute for critical judgment.

*Cognitive and Metacognitive Competence*. Integrated into the RLL lesson in a digital context, cognitive and metacognitive competence concerns the student's capacity to construct meaning actively and self-reflexively, using IT as a medium for exploration and regulation of intellectual processes. It involves formulating interpretative and predictive hypotheses in relation to literary or non-literary texts, confronting these with textual evidence and alternative perspectives, including those generated digitally. Self-regulation of reading and writing strategies becomes a conscious process, supported by digital tools that provide feedback but do not replace personal reflection. A central dimension of this competence is transfer: the application of mechanisms of analysis, interpretation, and argumentation in new contexts, including interaction with AI. The lesson thus becomes a space for awareness of one's own cognitive processes and for the formation of authentic intellectual autonomy.

*Social and Ethical Competence*. Addressed in the RLL lesson through the digital domain, social and ethical competence manifests as the student's ability to interact responsibly and reflectively in online environments, respecting civic and ethical norms of communication. This entails constructive collaboration with peers within transparent digital frameworks for exchanging ideas, arguing positions, and negotiating textual meanings.

Respect for copyright and ethical norms integrates naturally into the working process, ensuring correct citation of sources, avoidance of plagiarism, and acknowledgment of other authors' merits. Students assume their digital identity, understanding the impact and responsibility of their public discourse, both on interactive platforms and in digital products they create. In this way, the RLL lesson becomes a space for cultivating responsible digital conduct, where creativity and critical thinking are exercised alongside respect for rules, norms, and social values, contributing to the development of mature civic and cultural attitudes.

The following activities may support the formation of the above-mentioned set of competencies within a digital context, in the RLL lesson:

- *Comparative analysis of interpretations* – human and AI-generated: identifying nuances of difference, justifying proximity or distance from a particular stylistic register, analyzing emphases in one interpretation versus another, and substantiating the adoption of a specific mode of expression.

- *Digitally assisted argumentative essay writing* – using AI to organize, clarify, and refine the argumentative approach, employing idea-organization tools (concept maps, synoptic tables) to ensure logical structuring of discourse.

- *Moderated online debates* – formulating and defending an argued position within a forum, chat, or collaborative document, adapting discourse to interlocutors and to the norms of academic communication.

- *Creation of multimodal products* (podcast, video essay, cultural magazine, literary journal, interactive presentation) – integrating quotations, textual excerpts, commentary, and visual elements into coherent discourse tailored to a target audience.

- *Digital reflective journal* – using digital instruments to elucidate the stages of product development, the difficulties and challenges encountered, as well as the insights generated by the investigative process.

- *Source validation exercises* – analyzing the credibility of a critical article or online interpretation by applying explicit criteria (authority, relevance, value, currency), thus consolidating informational competence.

- *Simulation of dialogue with an author or literary character via AI* – formulating relevant questions and constructing argued responses, followed by analysis of their adequacy to the creative universe of the work.

- *Reformulation and message adaptation exercises supported by AI* – identifying, with digital tools, orthographic or grammatical errors, stylistic inconsistencies, or register incongruities.

- *Reflection on the learning process in digital forums* – describing the decisions students made, how they used digital tools and AI, what strategies they modified, and what difficulties they overcame, thereby strengthening self-regulation and metacognition.

**Reconfiguring the Teaching Process through AI: Instructional Design and Lesson Scenarios**

Structuring an AI-assisted lesson presupposes the integration of technology into a coherent, staged instructional design that does not disrupt the internal logic of the discipline. The stages of Evocation, Realization of Meaning, and Reflection are correlated with distinct types of AI intervention: generation of problem-posing questions, formulation of progressively deepening inquiries, provision of structural models, simulation of interpretative dialogues, and creation of illustrative materials for subsequent lessons within the learning unit.

The dynamic reconfiguration of linguistic and literary education through AI is defined by ascending cognitive complexity of tasks – from identification and classification (reproductive level) to analysis, synthesis, and critical evaluation (higher-order level, according to Bloom's taxonomy). AI may support the lower levels through clarifications and examples, but higher levels must be designed so that students compare, argue, and critically validate the information generated. In simplified terms: AI at the foundation; the student's personality at the summit. The lesson thus becomes a space for intellectual training rather than passive consumption of answers.

During the *Evocation* stage, AI may be used to activate known cognitive schemas through predictive questions, thematic associations, or hypotheses to be examined throughout the lesson. For example, students may briefly present contrasting perspectives on the ending of a novel and observe how AI develops the narrative line. Alternatively, AI may generate an extensive list of core concepts associated with the lesson's theme, after which students select the most appropriate ones, justify their choices, and eliminate superfluous items.

In the *Realization of Meaning* stage, technology may provide additional, illustrative explanations. For instance, consolidation of a linguistic paradigm may be achieved through oral sentences incorporating forms displayed in a digital table. Students may develop structural outlines or interpretative examples retrieved from the internet; however, these must be filtered critically to avoid mechanical adoption of standardized interpretations.

In the *Reflection* stage, AI becomes an instrument of self-assessment: students compare their own responses with alternative suggestions, identify differences, and justify their options. In the *Extension* stage, AI may provoke anticipatory thinking – for example, proposing alternative narrative developments beyond a certain point – while students adopt the author's stylistic techniques to continue the newly announced storyline.

The value of such integration lies in using AI as a stimulus for metacognition. Each ERRE stage explicitly includes tasks of critical validation and personal argumentation, through which students become aware that AI does not constitute a "supreme epistemic authority." The major aim is the consolidation of deep learning, wherein students understand the process of meaning construction and assume intellectual responsibility for their interpretations.

**Task Design and Differentiated Assessment in AI-Assisted Contexts**

Designing tasks within an AI-assisted framework requires rethinking assessment so that it demands authentic cognitive engagement and personal positioning. Effective items are those that require: comparison of multiple interpretations (including one generated by AI); identification of the limits of an automated response; critical reformulation of a generated text. Equally relevant are tasks involving transfer to new contexts, interdisciplinary connections, or reference to personal reading and knowledge experiences – dimensions that are difficult to automate without exposing artificiality. The teacher may include explicit requirements for explaining the reasoning process (e.g., "justify why you accepted or rejected the AI suggestion"). The ultimate aim is to protect the authenticity of the student's response and to transform AI into a pretext for critical reflection.

AI enables genuine differentiation of tasks by adjusting cognitive complexity, the volume of support provided, and the type of feedback. For students experiencing learning difficulties, additional explanations or idea-organization schemes may be generated, reducing cognitive overload. For advanced students, tasks may involve complex intertextual comparisons, in-depth stylistic analyses, critical evaluation of clichés in AI responses, and replacement of such clichés with value judgments.

Differentiation thus consists in adapting the instructional trajectory to the student's cognitive profile without neglecting curricular requirements. Personalization does not mean excessive simplification; rather, it implies strategic alignment of support and intellectual challenge. As a result, individual progress increases and student motivation is strengthened through a balanced interplay between assistance and autonomy.

**Developing Reception Skills in a Digital Context**

Developing reception skills in a digital context involves extending traditional reading practices toward the critical analysis of multimodal and interactive texts. The student no longer receives only a linear text but engages with hypertext, navigates links, interprets images, adaptations, summaries, and AI-generated interpretations.

Conceptually, this entails forming a strategic reading approach: identifying central ideas, distinguishing essential from secondary information, evaluating source credibility, and detecting potential algorithmic distortions. AI may support comprehension through paraphrasing, lexical clarification, or cultural contextualization; however, the essence of formation lies in maintaining cognitive control over meaning. The teacher must train students to compare the original text with automatically generated syntheses to prevent excessive simplification of literary content. Thus, the educational process aims at forming an autonomous reader capable of critically navigating digital space and constructing personally grounded meanings based on analysis and discernment.

**Producing Discourse with AI Support**

In discourse production, AI may function as an organizational support, offering suggestions for structuring ideas, models of textual coherence, or feedback regarding clarity and stylistic adequacy. Conceptually, production is not limited to correct drafting; it involves planning, elaboration, revision, and self-regulation. AI may accelerate the revision stage by indicating ambiguities or inconsistencies; however, the formulation of ideas, the selection of arguments, and the assumption of a position remain personalized intellectual acts. In oral discourse, technology may simulate debate situations or analyze parameters such as logical coherence and fluency, contributing to awareness of performance.

The importance of this phenomenon lies in using AI as an instrument for refining expression rather than as a substitute content generator. AI participates in the development of mature discursive competence, in which the student assumes an authentic voice, argues personal options, and uses technology for optimization rather than delegation of responsibility.

It becomes evident that, with the integration of digital competencies into the RLL curriculum – and into other school subjects as well – "strategic investments in professional development programs are necessary to equip teachers with the knowledge, skills, and confidence required to effectively incorporate digital tools and resources into their teaching practices" [8, p.27].

**Benefits of Integrating AI into the RLL Lesson**

The benefits of the RLL lesson enriched through its connection with the IT domain are multiple. The symbiosis between linguistic and literary education and digital education generates significant transfers not only at the instrumental level but especially at the level of students' cognitive and attitudinal dynamics. The use of AI enhances intrinsic motivation by introducing an attractive, interactive, adaptive, and challenging working framework that responds to adolescents' need for exploration, autonomy, and intellectual validation. Tasks become more anchored in authentic contexts of communication and analysis, and students perceive school activity as relevant to the informational environment in which they live.

From this perspective, it is in the interest of the entire educational community to develop justified and coherent digitalization policies for the instructional process. Methodological committees and teaching councils should be involved in "creating interactive digital models – a task that may be solved by multiprofile teams composed of ICT specialists, teachers, and designers" [5, p. 7]. Beyond their interactive and attractive specificity, "digital resources offer ease of use and reduce working time – for example, through digitalized assessment: online evaluation tools may be used to monitor students' progress and identify gaps in understanding" [6, p. 332]. The continuous development and refinement of such platforms reflect their

dynamic use and the constant feedback of the educational community, oriented toward increasing the relevance and efficiency of the didactic process.

**Intellectual Autonomy and Metacognitive Development**

In consolidating intellectual autonomy, the student is no longer a mere receiver of interpretation; he or she formulates hypotheses, confronts perspectives, verifies the validity of generated information, reformulates opinions, and nuances attitudes. The online environment enables students to assume the role of authors of interpretative hypotheses.

In interaction with an algorithmic instrument, the student is compelled to clarify personal evaluation criteria, to distinguish between generality and interpretative subtlety, between adequacy and approximation. Technology becomes a catalyst for deeper distinctions, supporting authentic educational endeavor only if IT tools are used as environments for problematization and verification rather than rapid solution generators. Thus, the process becomes metacognitive: the student learns to observe, discern applicable criteria, reflect on personal interpretative approaches, and recognize the limits of digital instruments of knowledge.

AI proves particularly effective in simulating dialogue with characters, animating biographical data of authors, comparing interpretations, or generating alternative narrative endings or perspectives. However, all these become meaningful only under the condition of developing students' critical and reflective thinking. Confrontation with automatically generated responses demands scientific grounding, discernment, selection capacity, and argumentative rigor. Assisted by IT, the student learns to problematize, identify the limits of reasoning, determine the extent of its validity and coherence, correct interpretative errors, and sustain a personal position grounded in textual evidence.

In this framework, learning acquires a pronounced metacognitive character, and technology becomes a catalyst of intellectual autonomy: it does not deliver ultimate truth nor claim absolute epistemic authority; rather, it stimulates discernment and interpretative responsibility – dimensions that ultimately foster freedom of opinion.

From the perspective of the learning process as a whole, the benefits of AI integration outline how the student – future university learner – engages in constructing his or her cognitive universe: 24/7 access to learning, flexible organization of study schedules, increased engagement through personalized AI use, and reduced pressure resulting from decreased comparison with peers [1, p.60].

Results and Assumed Ideas Derived from the Investigation

Table 1 synthetically configures the defining benchmarks of the RLL lesson reinterpreted through the digital education paradigm, outlining the transformations that may occur at the level of content, instructional strategies, and competencies formed. It should be noted that a school's internal policies establish the coordinates of digital education, focusing on the structure, functionality, and formative impact of the didactic endeavor.

**Table 1. Particularities of the RLL Lesson Approached through the Lens of Digital Education**

| Criterion | Particularities of the Lesson | Specific Examples in RLL lesson |
|---|---|---|
| **Finality** | The AI-mediated RLL lesson centers on forming communication, reading, and critical interpretation competencies, surpassing the paradigm of information accumulation. AI integration creates premises for developing intellectual autonomy through exploration, confrontation, and reflection upon meaning. The integrative strategies have a motivational impact. The educational finality aims at consolidating critical thinking and the student's capacity to construct personal, well-argued meanings in relation to literary and non-literary texts. | - Searching for unknown meanings on dexonline.ro<br>- Rapid identification of authors' biographies and creative data<br>- Associating characters, literary conflicts, poetic motifs within a series<br>- Formulating a personal argumentative position, comparing it with AI's position, and compiling a list of improvements for one's own product |

| | | |
|---|---|---|
| **Teacher's Role** | The teacher constructs learning situations in which AI has pedagogical value. He or she identifies content suitable for digital expansion and mediates the student-text-technology relationship. The instructional design aims at engaging students in critical reflection upon ideas provided by digital sources. | - Designing tasks requiring hypothesis verification<br>- Selecting content appropriate for digital approach<br>- Discussing the limits of an AI-generated response offered as model<br>- Explicitly requesting justification for accepting / rejecting AI responses. |
| **Student's Role** | The student is viewed as an active participant in learning, supplementing textbook information through web-based sources. The student learns to discern digital sources, compare information across pages, and select the most credible variant. AI complements rather than substitutes intellectual effort; meaning construction becomes part of the student's cognitive universe. | - Comparing 2-3 pieces of information from different web sources<br>- Writing a narrative/ descriptive text after evaluating AI suggestions<br>- Identifying additional information to explain a concept to peers |
| **Content** | AI does not generate the core content to be studied. However flexible and adaptable digital tools may be, literary works or excerpts are selected according to students' linguistic and cultural development levels and based on texts validated by textbook authors or teachers as valuable for study. AI intervenes at the level of contextualization, establishing connections with other domains of life and knowledge, and differentiating tasks—without altering the literary nucleus of the discipline, while emphasizing interpretative depth. | - Differentiated interpretative tasks for the same text<br>- Selecting literary texts from the web to be examined in parallel with those in the textbook<br>- Using AI to clarify the meaning of archaisms, symbols, neologisms, abbreviations, expressions |
| **Methods and Strategies** | In the RLL lesson approached through digital education, independent inquiry, problem-based learning, and project-based learning supported by digital tools prevail. The integration of AI does not reject traditional methods such as lecture or guided conversation. Techniques are selected according to their capacity to contribute to integrative competence formation. Students are trained to subject AI-generated hypotheses and alternative perspectives to critical analysis. | - Literary investigations starting from a hypothesis generated by AI<br>- Comparing different interpretations of the same fragment<br>- Comparative reading projects between the original text and digital reinterpretations<br>- Project for developing a literary magazine including biography, literary review, interview, critical page, entertainment section |
| **Instructional Design** | Instructional design is flexible and competence-oriented, integrating authentic and differentiated learning tasks. The lesson is conceptualized as a coherent formative pathway, dynamically configured. Operational objectives derive clearly from the integrative nature of competence. Activities are structured gradually, supporting the transition from content acquisition to contextualized transfer and application, capitalizing on varied digital resources (multimodal texts, collaborative platforms, analytical tools). | - Structuring the lesson into sequences with distinct digital functionality<br>- Differentiated task design according to levels of cognitive complexity using digital resources<br>- Integrating formative digital assessment from the design stage |

| | | |
|---|---|---|
| **Teaching** | Teaching unfolds within an interactive digital mediation framework oriented toward interpretative dialogue. During exposition, web sources are compared, and critical interpretations available online are presented to support problem-solving situations. Information is analyzed together with students in terms of argument validity and source credibility. AI is used as a cognitive support instrument, providing illustrative or contrastive benchmarks. The responsibility for constructing meaning remains deliberately with the teacher | - Modeling the interpretative process through digital tools<br>- Integrating AI as a metacognitive reflection instrument<br>- Presenting interactive schemes, digital conceptual maps, and relevant video fragments to connect theory and text |
| **Learning** | Students analyze AI-provided benchmarks in class, contrast them with textbook perspectives, and construct new meanings under teacher guidance. Central to the process remain students' cognitive activity, autonomy, self-regulation, and the production of personal discourse. Learning is grounded not in information accumulation but in the elaboration of a reflexively constructed personal position through selection, interpretation, and integration of available information | - Digitally assisted critical documentation<br>- Argumentative analysis developed in shared documents<br>- Interpreting a text in a video essay, podcast, or interactive presentation integrating quotations, images, and graphic elements<br>- Forming competencies for socio-professional integration |
| **Assessment** | Assessment is conceived within a formative and continuous paradigm. It has a reflective character, centered on the learning process, the processual construction of meaning, and the dynamics of individual progress. Formative and summative assessment operate in complementarity. AI supports evaluation by providing preliminary feedback without replacing pedagogical judgment. Emphasis is placed on metacognitive reflection and self-regulation | - Digitally assisted formative assessment with immediate feedback<br>- Product evaluation based on a previously announced rubric, with *ad hoc* commentary displayed on the interactive board<br>- Self-assessment following comparison of the student's product with AI-generated variants |

**Assessment of Competencies Formed in the Digital Context**

Regarding the evaluation of learning outcomes in the context of digital tools and AI-supported tasks, emphasis is placed on the quality of students' personal reflection, their capacity for revision, argumentation of decisions, and the originality of perspectives influenced – but not dictated – by AI. Assessment, in this sense, represents guidance for learning, grounded in explicit criteria directly correlated with the linguistic, literary, and digital competencies targeted in the RLL lesson, and subsequently in the valorization of authentic, multimodal student products. Not only summative evaluation, but also self-assessment and peer assessment may become frameworks for ensuring authenticity and academic integrity, by verifying students' personal contribution, the manner in which technology was used in product development, and adherence to ethical norms.

To cultivate a rigorous and objective perspective on evaluating communication, digital, cognitive, and social competencies, a rubric with multiple descriptors may be elaborated, enabling estimation of the "collaboration" between the student's cognitive universe and the AI domain. In upper secondary education, the teacher may act primarily as a guide, while students complete, modify, or deepen the descriptors themselves, thus assuming the noble posture of honest explorers of digital horizons.

Below, Table 2 presents a four-level evaluation grid. The teacher and class may jointly decide the scale type and the number of levels used.

**Table 2. Evaluation of Competencies Formed in the RLL through the Lens of Digital Education (Written Product)**

| Evaluated Competence | Elementary Level | Satisfactory Level | Good Level | Advanced Level |
|---|---|---|---|---|
| Critical Use of Digital Information | The student (**S.**) blindly adopts information without critical spirit | **S.** uses sources considered credible but does not insistently verify them | **S.** uses appropriate sources with partial evaluation of credibility | **S.** selects relevant and trustworthy sources, critically evaluates them, and justifies choices |
| Responsible Integration of AI | **S.** accepts any web page as a source, copying information without discernment | **S.** uses AI with some reflective elements but often displays uncritical trust | **S.** uses AI as support, compares critically, and generally integrates information correctly, though sometimes hastily | **S.** deeply discerns the specificity of web sources, understands information valorization, and integrates it responsibly |
| Digital Written Communication Competence | The text is fragmented and chaotic, lacking overall vision | The text has an elementary structure with partial respect for digital register | The text is clear with minor structuring issues and respects digital register | The text is coherent, rigorously structured, well-argued, and successfully adapted to digital environment |
| Metacognitive Dimension | Reflection is barely perceptible; weak interconnection with knowledge domains | Reflection is superficial but attempts to interconnect knowledge domains | Reflection is sufficient, with notable associative capacity and interdisciplinary connections | Deep reflection on personal learning process, with justified interdisciplinary connections |
| Respect for Digital Ethics | **S.** copies data without citing sources and lacks knowledge of citation norms | Sources are indicated unsystematically but with awareness of digital ethics | Citation errors occur, yet responsibility toward digital ethics is manifested | Sources are cited correctly; copyright is fully respected; ethical responsibility is fully assumed |

**Risks Associated with the Integration of the Digital Domain**

Alongside the aforementioned benefits that generate significant formative opportunities, the intertwining of linguistic and literary education with the digital domain also entails certain risks. The first concerns the overuse of technology and the consequent diminution of cognitive effort. Students may lose sight of the authentic purpose of engaging with web networks; often, they limit themselves to retrieving information without relating it to their own cognitive universe. In other words, the authentic capacity for analysis and reflection may be reduced.

From another perspective, excessive reliance on AI may elude the hermeneutic exercise that is primordial in the study of literature. For example, in constructing an argument, the artificial superimposition of applicability domains copied from the internet – without critical integration and without adaptation to the specificities of the text – leads to interpretative artificiality and deviation from its internal logic. Conceptual overlaps may become forced, and conclusions may fail to emerge organically from the premises of interpretation.

Furthermore, the risk of standardized expression and depersonalization of the student's voice must not be underestimated. Stereotypical formulations, predictable argumentative or reflective structures may threaten the expression of an authentic point of view. These – and other – risks must be lucidly acknowledged within a responsible didactic framework. The teacher retains the essential role in regulating the use of digital domains and maintaining intellectual rigor.

**Concluding Considerations**

Therefore, the integration of artificial intelligence into the RLL lesson must be conceived not merely from the perspective of technological innovation but as a pedagogical decision grounded in the utmost conscientiousness. Managing the associated risks requires rigorous instructional design, the establishment of explicit ethical frameworks, the development of critical competence, and the preservation of the primacy of authentic interpretative acts. Only under these conditions does AI become a catalyst for intellectual formation rather than a substitute for it.

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