CZU: 37.091.33:[811.135.1 + 821.135.1] **https://doi.org/10.59295/sum5(195)2026_45**

VISIBLE LEARNING – TEACHING STRATEGIES FOR ROMANIAN LANGUAGE AND LITERATURE

Paula Tamara CIOBICA,
Andronic Motrescu College of Radauti, Romania,

Mariana MARIN,
Moldova State University

The benefits of visible learning in teaching Romanian are multiple: students become more responsible for their own learning, which leads to increased performance, whether it is creative writing, literary analysis or oral expression. Students who are aware of their progress and assessment criteria are less stressed and better prepared for tests and exams, visibly reducing testing anxiety. When students understand the purpose of the activities and see the results of their work, they are more motivated to learn. We propose the ILIADA method, which does not replace existing methods but complements them through integrated activities aimed at developing students' competencies. This approach involves solving real-world problems in diverse learning environments and producing concrete academic outcomes. By integration, we mean coordinating and combining various elements into a functional whole.

Keywords: *visible learning, ILIADA, teacher, student, tools, performance, digitalization.*

ÎNVĂȚARE VIZIBILĂ – STRATEGII DE PREDARE A LIMBII ȘI LITERATURII ROMÂNE

Beneficiile învățării vizibile în predarea limbii române sunt multiple: elevii devin mai responsabili pentru propria învățare, ceea ce duce la o performanță sporită, fie că este vorba de scriere creativă, analiză literară sau exprimare orală. Elevii care sunt conștienți de progresul lor și de criteriile de evaluare sunt mai puțin stresați și mai bine pregătiți pentru teste și examene, reducând vizibil anxietatea de testare. Când elevii înțeleg scopul activităților și văd rezultatele muncii lor, sunt mai motivați să învețe. Propunem metoda ILIADA, care nu înlocuiește metodele existente, ci le completează prin activități integrate care vizează dezvoltarea competențelor elevilor. Această abordare implică rezolvarea problemelor din lumea reală în diverse medii de învățare și producerea de rezultate academice concrete. Prin integrare, înțelegem coordonarea și combinarea diferitelor elemente într-un întreg funcțional.

Cuvinte cheie: *învățare vizibilă, ILIADA, profesor, elev, instrumente, performanță, digitalizare.*

Introduction

The world is in constant change, and globalization and modernization force us to adapt continuously. That is why 21st-century pedagogy must develop students' capacity for adaptation and change [14, p. 132]. Google already has all the information one might need; it is no longer realistic to expect students to memorize large amounts of information. What matters instead is how one can apply that knowledge in practice and for the benefit of society [16, p. 45].

What kind of reform is proposed for the 21st century? It is not possible to design a reform in a simplistic, punctual way, merely by issuing laws or orders just to have new programs or new disciplines included in curricula. New teaching-learning-assessment methods are needed. More than ever, theory must be combined with practice [6, p. 354]. Let us not forget the four defining goals of 21st-century education: learning to learn, learning to do, learning to be, and learning to live with others [9, p. 108].

A whole educational reform process must not only be learned, assimilated, and understood but first absorbed, digested, and accepted [18. p. 54]. The times we live in demand a reconfiguration of what we call education through the learning process. It is necessary to understand that things evolve, that the classroom can be the entire world, and that learning must be lifelong.

Learning does not mean just accumulating knowledge, but growth, enrichment, and evolution. Modern

technologies are not something extraordinary. Papyrus and paper, chalk and pen, overhead projectors – all were considered innovations at the beginning. PCs, the internet, and newer complementary technologies are only the latest evidence of human creativity observable around us. Like the previous innovations, these can be assimilated into pedagogical practice without affecting the fundamentals of learning [19, p. 153].

The 21st-century school must help students develop autonomy, identity, and the ability to communicate with others [20, p.23]. The school – viewed as a laboratory that allows students to discover, investigate, experiment, and evolve at their individual learning pace, with the support of the teacher who creates real learning scenarios [6, p.106]. Under current conditions, the teacher must find appropriate methods to maintain the quality of the educational process.

Traditional closed lessons must be replaced with ”open-up” lessons, which allow students to receive the core information in a relatively short time, while deepening the respective notions asynchronously. Therefore, the primary role of the teacher is no longer merely to transmit rigid information but to guide students in the learning process [17, p. 54]. One way the teacher can stimulate students' creative and critical thinking is through project-based learning, which involves solving real-life problems through tasks that engage students in collaborative activities that support their capacity to identify solutions for the given challenges. [28, p. 101-102]. The themes of such projects must involve finding concrete connections with real life, with learning tasks as the core element, aiming to make connections between elements and to synthesize and organize information from various domains of interest. 21st-century pedagogy highlights a truly important issue: the way we educate students must change. Present-day education is not very different from what it was a hundred years ago. Current technology demands a change both in the knowledge students must acquire and in the methods used to educate them [9, p. 196].

The Importance of Visible Learning in Teaching Romanian Language

Visible learning was addressed in John Hattie's rigorously documented work, Visible Learning: A Guide for Teachers, a reading on learning effectiveness, a contribution to the teaching-learning-assessment process aimed at all those involved and interested in the field of education. This work is based on research conducted over the last decades. The guide presents lesson sequences and emphasizes the educational relationships created between the main actors in the field: teachers, students, and school principals. The book is full of practical advice for selecting the best teaching strategies and is complemented by exercises suitable for different stages of the teaching process.

What is visible learning? John Hattie mentions that ”the visible aspect refers to making students' learning visible to teachers, ensuring clear identification of the attributes that make progress in students' learning visible, but it also refers to the fact that everyone in the school should visibly know the impact they have on learning”. Learning is visible not only to the teacher but also to the student. Through this approach, the student becomes their own teacher, capable of improving their self-education process. Therefore, teaching must be considered from the perspective of the impact it has on the student.

Thus, we speak of visible learning when, in a space that offers safety and trust, the objective is clearly stated and both teacher and student are motivated to achieve it. Speaking of motivated teachers, John Hattie specifies that they ”do not use grading as a punishment, do not mix academic and behavioral performance, do not promote quiet compliance over schoolwork, do not overuse worksheets, do not have low expectations and are not advocates of 'he can only do so much,' and do not prefer perfect homework over taking risks that involve mistakes” [17, p. 95].

The student is seen as a partner in the teaching-learning process, treated fairly and respectfully, with independence and autonomy encouraged in the classroom. It is very important to remember this, as in daily work, focused on tasks and objectives, teachers tend to dominate the entire process, forgetting that results depend on the work of the whole team. In this case, the teacher must have the ability to step back when they notice that the student is progressing toward the proposed objective. The teacher then assumes a supportive role, assuring the student that they are on the right path in completing the task.

When we talk about progress and performance, we often associate them with elite schools. It is uninspired to believe that only in these schools quality education occurs, that only there are the best teachers,

and that only there learning is visible to teachers, students, and the community. Learning becomes visible wherever the teacher wants to evaluate the impact their work has on students, regardless of the school they are in. This is also the message Hattie addresses to all teachers: ”My role as a teacher is to evaluate the impact I have on students”.

Regarding visible learning, we notice that it often becomes visible at the end of a learning cycle or after national exams. However, it is important that this practice becomes frequent, even permanent, so that progress can be recorded or remediated where necessary. If our goal is to work in a school where learning is visible, we must identify ways for it to be easily recognized.

Visible learning is a pedagogical approach focused on clarifying learning objectives, monitoring progress, and providing constant feedback. It requires that teachers and students have a clear understanding of what is being learned, why it is important, and how progress can be evaluated. In the context of teaching Romanian, this method is essential for developing linguistic, literary, and communication skills.

The key aspects of visible learning in teaching Romanian involve clear learning objectives, progress monitoring, constant feedback, the use of visual and practical tools, and student involvement in the learning process. In teaching Romanian, it is crucial for students to understand the purpose of the activities: for example, learning a grammatical rule, developing vocabulary, or understanding a literary text. Setting clear objectives helps students know what is expected of them and become more aware of their own learning process.

The benefits of visible learning in teaching Romanian are multiple: students become more responsible for their own learning, leading to increased performance, whether in creative writing, literary analysis, or oral expression. Visible learning encourages students to analyze, synthesize, and evaluate information, skills essential in studying Romanian. Students who are aware of their progress and assessment criteria are less stressed and better prepared for tests and exams, visibly reducing test anxiety. When students understand the purpose of activities and see the results of their work, they are more motivated to learn.

Purpose and Structure of the Guide

This work aims to serve as a useful resource for teaching staff, both for novice teachers lacking practical experience and for experienced colleagues seeking to refine their teaching methods. Considering that Romanian language and literature is one of the core subjects of the national curriculum, teachers are called upon to become not only transmitters of knowledge but true developers of competencies and values [2, p. 15].

To achieve this goal, it is necessary, on one hand, to have theoretical support regarding the foundations of visible learning [17, p. 23] knowledge of teaching strategies based on this concept and the integration of technology into the educational process [16, p. 147] and on the other hand, the courage to apply these in classroom practice. One of the major challenges for any teacher is implementing methods through which, at the end of a learning sequence, student progress can be observed. When progress is visible, learning becomes authentic and lasting [17, p. 67].

Unfortunately, many works addressing visible learning are limited to a theoretical presentation, without providing sufficient practical examples applicable to Romanian language lessons [7, p. 54]. At the same time, textbooks do not always provide the necessary support for exercising critical and reflective thinking, and school programs do not offer explicit methodological suggestions for pedagogy based on visible learning [20, p. 34]. This context justifies the need for a practical guide dedicated to the Romanian language teacher.

The present work presents the fundamental principles of visible learning and provides concrete tools for monitoring student progress, aiming to promote a pedagogy centered on the student and the real impact of the teaching act [12, p.45]. Examples such as managing classroom diversity, adapting strategies for different learning styles, creating an inclusive environment, and differentiating learning activities to maximize performance constitute essential points of the proposed approach.

Visible learning is an especially effective method for teaching Romanian, as it emphasizes transparency, clarity, and active student engagement. It contributes to the development of the student’s self-awareness, the refinement of linguistic skills, and the enhancement of academic performance [7, p. 11].

The structure of the work is intentional: the ten chapters cover both the theoretical framework and practical examples, resources, and methodological reflections. The first two chapters highlight the importance of visible learning in teaching Romanian and outline the high school student profile. Chapters 3-5 present teaching methods and strategies, technology integration, and tools for monitoring progress, while chapter 6 proposes practical applications. Chapters 7-9 address classroom diversity management and the role of assessment, and the final chapter provides additional resources and perspectives on innovation in teaching Romanian.

High School Student Profile: Challenges and Opportunities

The high school student represents a crucial segment of the educational process, going through a period of transition and transformation marked by adolescence – a stage characterized by significant physical, emotional, social, and intellectual changes [25, p. 142]. During this period, the development of a solid academic and personal identity is essential, and the learning process plays a decisive role [12, p. 89].

The high school student who is engaged in learning is in a dynamic stage of life, full of challenges but also opportunities. Through a balanced approach, which involves support from teaching staff, appropriate resources, and innovative teaching methods, the student's profile can evolve into that of a person capable of meeting the demands of contemporary society, which is complex and constantly changing [16, p. 211].

Characteristics of the learning high school student: *curiosity and desire for autonomy:* students explore new knowledge and assert independence in academic choices, *critical thinking skills:* adolescence is the stage in which analytical and interpretative abilities develop, necessary for forming independent opinions, *interest in learning relevance:* students are motivated when there is a connection between the studied content and real life or future careers, *social influences:* relationships with peers, teachers, and family shape attitudes and motivation toward school.

Challenges faced by high school students include academic pressure related to national exams, difficulties in time management, lack of motivation, the impact of excessive technology use, and social and emotional pressure [12, p. 74]. At the same time, opportunities are numerous: access to diverse educational resources, participation in extracurricular activities, stimulation of critical and creative thinking, preparation for professional life, and support from teachers or mentors.

To support high school students in the learning process, it is necessary to promote a flexible and stimulating learning environment, develop life skills, provide access to educational and psychological counseling, and most importantly, ensure constant collaboration between teachers, parents, and students, [8, p. 38],

What is Visible Learning?

Visible learning is a foundational approach that focuses on ensuring an educational environment in which students are actively engaged in their own learning process and are able to demonstrate their progress visibly. This approach is based on the idea that students become more motivated and engaged in learning when they have a clear understanding of expectations and what they need to achieve. Thus, visible learning is an educational approach grounded in the notion that the learning process becomes more effective when it is transparent and clear for both teachers and students.

Visible education is particularly important because it prepares students for the future, for adult life, and for their careers, providing them not only with examples and role models but, more importantly, with methods and tools that develop their adaptability. In the 21st century, critical, creative, and analytical thinking skills are essential, and students who benefit from visible education are much better prepared to face the challenges of a contemporary world where changes occur rapidly. Visible learning is a method centered on transparency, collaboration, and reflection, which facilitates better outcomes and increases students' confidence in their own abilities.

Principles of Visible Learning Applied to Romanian Language Teaching

Visible learning is considered a priority for Romanian education in the 21st century, as it can substantially contribute to improving the quality of education by motivating students and developing the skills and competencies necessary in a constantly changing world. In recent years, Romanian education has undergone major reforms aimed at improving the quality of education. Visible learning is the solution for implementing these reforms by actively involving the main participants in the educational process: teachers and students.

The principles of visible learning emphasize clarity, monitoring, and engagement, transforming education into an active, personalized, and efficient process. By applying these principles, teachers can provide students with the tools necessary to become autonomous, motivated, and well-prepared for future challenges. Visible learning relies on clear objectives, progress monitoring, and the use of feedback to improve student performance. Applying these principles in teaching Romanian can transform the educational process, making it more interactive and effective.

Visible learning places a strong emphasis on assessment methods and feedback, so that students can clearly, consistently, and continuously see where they are and what they need to do to improve their performance. This can be achieved only if teachers set precise objectives, organize formative assessments, and use peer assessment and self-assessment techniques [18, p. 97].

Another important component of visible learning is collaboration. Students, encouraged to work together - in pairs, teams, heterogeneous or homogeneous group – and to share their ideas and perspectives, can more easily learn from one another and develop communication and collaboration skills. The primary goal of visible learning is not merely knowledge acquisition but competency development. This requires the cultivation of critical, creative, and reflective thinking skills, as well as problem-solving and decision-making abilities. To implement visible learning in the instructional process, a radical change in the educational approach is necessary: the focus should be on the learning process rather than solely on final outcomes. Teachers must always be prepared to provide constructive feedback and remain open to change and innovation.

Visible education involves the use of tools and strategies that allow both students and teachers to better track and understand the learning process, including the use of technology, progress monitoring tools, or online platforms for collaboration and feedback. It can also be realized through active learning methods such as group discussions, role-playing, and practical projects.

With the implementation of visible learning, students can monitor their own progress and self-assess their performance, which can help increase self-confidence and develop the ability to manage their own learning process. Teachers can use visible learning to improve their teaching practice by monitoring student progress and providing constructive feedback in real time, which can help identify weaknesses in the learning process and develop strategies to enhance performance [2. p. 98].

Based on the premise that visible learning—a concept developed primarily from the research of John Hattie—emphasizes a clear understanding of how students learn and the use of methods that maximize teaching effectiveness, and requires that learning objectives, progress, and outcomes be „visible” to both students and teachers, we can rely on ten principles of visible learning applied to teaching the Romanian language.

1. Clarity of Learning Objectives

Description: Students must clearly understand what is expected of them and which competencies they are meant to develop.

Practical Application: Teachers set specific, measurable, and relevant objectives for each lesson.

Example: ”Today you will learn to identify the central theme of a narrative text.”

2. Well-Defined Success Criteria

Description: Students need to know what ”success” looks like in the task they are performing.

Practical Application: Teachers provide examples of correct responses or clearly describe expectations for a task.

Example: For an essay, criteria may include ”clear structure” „use at least three arguments” and „observe grammar rules.”

3. Constructive and Immediate Feedback

Description: Feedback should be specific, improvement-oriented, and timely to have an impact.

Practical Application: Teachers provide clear guidance after each activity, highlighting what is well done and what needs improvement.

Example: ”You analyzed the main character well, but it would be useful to add examples from the text to support your point of view.”

4. Progress Monitoring

Description: Both teachers and students need to track progress over time to identify strengths and areas needing improvement.

Practical Application: Use charts, self-assessment sheets, or diagrams to visualize student progress.

Example: After each test, students fill in a progress sheet to see where they faced difficulties.

5. Evidence-Based Learning

Description: Teachers must use methods that have been scientifically proven to be effective in learning.

Practical Application: Choose teaching strategies based on educational research, such as collaborative learning or explicit teaching.

Example: Organize group activities to stimulate critical thinking.

6. Student Engagement in Learning

Description: Students must be active participants, not just passive recipients of information.

Practical Application: Teachers encourage questions, debates, and participation in interactive activities.

Example: During a literature lesson, students analyze a text in teams and present their conclusions to peers.

7. Visualization of the Learning Process

Description: Students should clearly see the steps and progress in learning, which provides motivation and direction.

Practical Application: Use diagrams, concept maps, and detailed plans to organize information.

Example: Create a mind map for the structure of a narrative text.

8. Self-Assessment and Reflection

Description: Students are encouraged to analyze their own performance and identify areas for improvement.

Practical Application: Integrate self-assessment activities at the end of each lesson or study unit.

Example: "What did I learn today? What can I do better next time?"

9. Creating a Safe and Stimulating Learning Environment

Description: Students should feel encouraged to take intellectual risks in an environment where mistakes are seen as learning opportunities.

Practical Application: Teachers promote a culture of respect and mutual support.

Example: For every incorrect answer, the teacher provides a constructive explanation without criticizing the student.

10. Connection to Real Life

Description: Learning becomes more relevant and motivating when students see the connection between what they learn and their everyday life.

Practical Application: Teachers use concrete examples and apply theory to practical situations.

Example: Students write an official letter using grammar rules, simulating a real-life context such as applying for a scholarship.

The Role of the Teacher in Visible Learning

In the context of visible learning, the teacher plays a crucial role in supporting students in their educational development. Educators are responsible for facilitating the learning process and creating a safe, stimulating, inclusive, and effective environment. Teachers who adopt this approach are open to change and prepared to continually adjust their teaching practice, encouraging students to be active, responsible, and engaged in the learning process. By providing continuous feedback, creating opportunities for self-reflection and collaboration, teachers can identify and establish learning objectives together with their students. Progress monitoring tools allow teachers to track student performance, identify weaknesses in the learning process, and improve their own teaching practice [13, p.45-58].

Collaboration among teachers is also essential. This can be achieved through participation in discussion groups, joint projects, or specialized conferences and seminars, whether face-to-face or online, to share resources, methods, and experiences.

The Impact of Visible Learning Tools on Students

Visible learning tools increase students' engagement and responsibility in the educational process, developing critical thinking, self-reflection, and collaboration skills. For example:

- Self-reflection tools help students analyze their own skills and set learning objectives to improve performance.
- Students learn to monitor their progress, manage time and resources, make informed decisions, and collaborate with peers and teachers.

Visible learning has been adopted in many schools worldwide, promoting sustainable outcomes. At the center of the educational process is the millennial student, with specific interests, goals, and values. Real change does not lie in the values themselves but in the approaches: blackboards and chalk are replaced by digital platforms, applications, and interactive tools, while maintaining the same educational purpose.

Practical Approaches in Visible Learning

Visible learning requires a personalized approach to education, according to each student's needs, using formative assessment and clear, immediate feedback. It aims to develop socio-emotional competencies, such as empathy and emotional self-regulation, through collaborative and creative activities. Practical examples include:

- *Online collaboration and feedback platforms*: students work in groups and receive feedback from peers and teachers.
- *Creative activities:* creating videos, presentations, or artistic projects that stimulate imagination and creativity.
- *Interactive educational games:* digital games that increase students' motivation and engagement.
- *Socio-emotional skill projects:* activities that develop empathy, emotional self-regulation, and collaboration.
- *Digital tools for visible learning:* digital cameras for self-reflection, computers and the Internet for quick access to information, digital portfolios reflecting student and teacher progress.
- *Visibility of progress in the community:* class websites, school magazines, journals, and notice boards that showcase activities and student achievements.

The Most Innovative Idea in Visible Learning

The most innovative idea in visible learning is the creation of an individualized virtual learning environment for each student. This environment can only be designed after developing the student's profile, with the teacher collaborating with the class supervisor, school psychologist, counselor, parents, and the student themselves. The virtual environment may include diverse resources – presentations, videos, educational games, and interactive exercises – and allows for personalized feedback, enhancing the student's motivation and engagement [13, p. 154].

Through this environment, teachers can monitor progress in real time and intervene promptly in case of difficulties. Its flexibility and accessibility facilitate continuous learning tailored to the needs of each student.

Furthermore, the virtual environment contributes to students' socio-emotional development: effective communication, collaboration, reciprocal feedback, and emotional intelligence are encouraged, helping with stress management and conflict resolution.

Teachers implementing visible learning focus on three key questions: ”Where am I going?”, ”How do I get there?”, and ”What do I aim to achieve?”. They identify appropriate teaching methods, create an optimal classroom climate, monitor progress, and provide constructive feedback, fostering self-respect and respect for other students.

Modern Methods for Literary Text Reception

Traditionally, engaging with literary texts has been an individual and intimate experience. Modern methods open new perspectives for analysis, providing students and teachers with sophisticated tools:

- *Computerized text analysis:* computational linguistics and text mining to identify themes and stylistic features.
- *Data visualization:* semantic networks and heat maps that highlight structures and key areas of the text.
- *Virtual and augmented reality:* interactive experiences for exploring the narrative universe and visualizing character relationships.
- *Digital collaboration tools:* online platforms and digital annotations that facilitate discussion and idea exchange.

The advantages of these methods include deeper textual analysis, personalization of the reading experience, and facilitation of collaboration and knowledge sharing. Moreover, they open new avenues for exploring less-studied literary aspects, contributing to an innovative and dynamic reading experience.

New Method for Literary Text Reception

We propose the ILIADA method, which does not replace existing methods but complements them through integrated activities aimed at developing students' competencies. This approach involves solving real-world problems in diverse learning environments and producing concrete academic outcomes. By integration, we mean coordinating and combining various elements into a functional whole.

What is ILIADA? ILIADA stands for History, Language/Literature, Engineering, Art, Digitalization, Action. The concept integrates these domains into an interdisciplinary project, enabling students to apply knowledge and skills in varied contexts.

- *Cultural reference:* The name "Iliad" evokes Homer's epic and highlights the educational and cultural value of the project.
- *Interdisciplinarity:* Just as the epic combines historical and mythological narrative, the ILIADA method integrates multiple disciplines, reflecting the complexity of knowledge.
- *Attractiveness and memorability:* The short and suggestive name facilitates retention and student engagement.
- *Symbiosis between past and future:* Combining traditional disciplines with modern fields such as digitalization and engineering emphasizes continuity and adaptability of knowledge.
- *Versatility and adaptability:* The project can be customized according to students' needs and interests.
- *Educational resonance:* The term suggests an epic journey of knowledge, inspiring students to become heroes in their own educational process.

Integrated activities are carried out over several weeks, involving heterogeneous student groups and collaboration among teachers from different specializations. In a cross-curricular context, the objectives pursued include discovery, learning through practice, teamwork, self-awareness, and overcoming personal limits.

Activities can be conducted in groups of 4, 6, or 8 participants, with mentor teachers supporting less familiar subjects. The heterogeneous age composition is recommended to reflect real-life diversity and stimulate cooperation.

Example of a Project:

Theme: FRIENDSHIP

Dilemma: "You have the chance to travel back in time and listen to a secret conversation between Mihai Eminescu and Ion Creangă. How would this experience influence our imagination and creativity?"

Title: The Secret File of the Great Classics

- *School Products:* research magazines, educational infographics, video projects, digital portfolios, multimedia presentations, models, posters, essays, applications, or websites.

Domain HISTORY**:** Students research the lives of Eminescu and Creangă, investigate contemporary publications, analyze memoirs and letters, describe 19th-century lifestyles, reconstruct the atmosphere, and synthesize collected data to corroborate and transcribe it into a manuscript.

Domain ROMANIAN LANGUAGE AND LITERATURE**:** Students write messages and leaflets, prepare speeches, start a debate club, imagine conversations between writers, create infographics and posters, compose dramatic texts, and perform them in roles.

Domain ENGINEERING**:** Students set up a TV studio, install microphones and lighting, design and sew period costumes, and create models and exhibitions.

Domain ART**:** Students draw, paint, photograph, decorate the stage, improvise performances, and design graphics for models.

Domain DIGITALIZATION**:** Students program and edit, create digital collages, digital books, videos, and photo albums.

Domain ACTION**:** Students publicly present their outputs, organize interactive exhibitions and cultural weeks, distribute leaflets, and promote project activities.

Examples of Dilemmas for the Project

- *Identity and Cultural Heritage:* How does knowing the lives and works of writers influence students' cultural identity?
- *Technology and Social Change:* How did 19th-century technologies change daily life?
- *Evolving Values and Traditions:* How have societal values evolved, and what role did major historical events play?
- *Adapting to Change:* How did people manage social and material changes in the past?
- *Innovation and Creativity:* What were the literary and technical innovations, and how did they influence culture?
- *Memory and Remembrance:* How do contemporaries preserve classical works, and how can they be passed to future generations?
- *Knowledge and Lifelong Learning:* What lessons about language and literature can we learn from the lives of great writers?

Examples of Tasks for Each Domain

HISTORY
- Conduct an imaginary interview with the two writers, using historical documents and testimonies.
- Create a visual timeline of significant historical events in the writers' lives.
- Write an essay on the impact of historical events on Eminescu and Creangă.
- Prepare a PowerPoint presentation on an important 19th-century historical event.

ROMANIAN LANGUAGE AND LITERATURE
- Write a short fictional story about a day in the writers' childhood.
- Compose a poem inspired by the writers' lives and testimonies.
- Write an argumentative essay on friendship using examples from their biographies.
- Create imaginary interviews with Eminescu and Creangă.

ENGINEERING
- Build a model of a technology used in the writers' childhood.
- Design and construct a model of the Humulești house.
- Create a simple device illustrating a technological innovation from that period.

ART
- Create collages of photos and artistic elements inspired by the writers' era.
- Paint or draw illustrations representing stories and memories.
- Organize a school art exhibition.
- Produce a short documentary film about the writers' lives.

DIGITALIZATION
- Create a digital album with photos and documents.
- Make digital presentations comparing modern technologies with 19th-century ones.
- Design a mobile app for collecting and organizing literary texts.

ACTION
- Organize a project launch day and present creations.
- Perform role-playing and dramatizations of literary fragments.
- Hold a cultural event and awareness campaign in the community.
- Role of the Student in the Project

The student presents, discusses, demonstrates, explains, argues, interprets, organizes, coordinates, creates, promotes, participates, collaborates, develops, publishes, and communicates. In this way, the literary text becomes a desire for knowledge, and the student becomes an active participant in their own education, developing self-esteem and interest in cultural values.

Conclusions

Visible learning emerges, within the landscape of contemporary education, not merely as an effective instructional approach, but as a genuine shift in paradigm in the teaching of Romanian language and lit-

erature. It redirects the focus from the simple transmission of knowledge toward a conscious, reflective, and continuously monitored construction of learning, where the student assumes an active role, while the teacher becomes a facilitator and guide of the educational process. In a society defined by rapid change and immediate access to information, the relevance of learning is no longer determined by the quantity of acquired knowledge, but by the ability to use it critically and creatively in real-life contexts [17, p. 24].

The implementation of visible learning principles in teaching Romanian leads not only to improved academic performance, but also to the development of essential competencies necessary for shaping autonomous individuals. Clearly defined objectives, ongoing feedback, and active student engagement contribute to reducing school-related anxiety and enhancing intrinsic motivation for learning [17, p. 87]. As a result, the educational process becomes more transparent, predictable, and genuinely oriented toward meaningful progress rather than solely toward final outcomes.

The ILIADA method, introduced in this study, adds significant value through its integrative and interdisciplinary nature. It demonstrates that teaching Romanian language and literature can move beyond traditional disciplinary boundaries, becoming a space where culture, technology, creativity, and action intersect. Through authentic, reality-connected activities, students develop not only linguistic competencies but also complex social, digital, and cognitive skills [7, p. 112].

Furthermore, the integration of technology and modern tools within visible learning supports the personalization of education and enables real-time monitoring of student progress. Virtual learning environments, digital portfolios, and collaborative tasks contribute to the creation of an educational ecosystem tailored to the needs of today's learners, without undermining the fundamental values of education [16, p. 56].

Another key aspect highlighted is the evolving role of the teacher, who must demonstrate flexibility, openness to innovation, and the ability to engage in constant reflection on their own teaching practice. The real impact of the educational act becomes the central criterion of effectiveness, while success is defined by the visible progress of each student, regardless of the educational context [17, p. 143].

In conclusion, visible learning provides a coherent and adaptable framework for modernizing the teaching of Romanian language and literature, aligning it with the demands of 21st-century education. By fostering transparency, collaboration, and reflection, this approach supports the development of competent, autonomous learners capable of navigating the challenges of an ever-changing world. Its consistent implementation in teaching practice represents not only an opportunity, but a necessity for ensuring a relevant and high-quality educational system.

Bibliography:

1. ANDERSON, L. W.; KRATHWOHL, D. R. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001.
2. BANDURA, A. *Social Learning Theory.* Englewood Cliffs: Prentice Hall, 1977.
3. BLACK, P.; WILIAM, D. *Inside the Black Box: Raising Standards Through Classroom Assessment.* London: GL Assessment, 1998.
4. BROPHY, J. *Motivating Students to Learn.* New York: Routledge, 2010.
5. BRUNER, J. *The Process of Education*. Cambridge: Harvard University Press, 1960.
6. CERGHIT, I. Metode de învățământ. Iași: Polirom, 2006.
7. CIOBICA, P. T.; MARIN, M. *Visible Learning – Teaching Strategies for Romanian Language and Literature.* Chișinău: Moldova State University Publishing House, 2024.
8. CUCOȘ, C. *Educația. Dimensiuni culturale și interculturale*. Iași: Polirom, 2014.
9. DELORS, J. *Learning: The Treasure Within.* Paris: UNESCO Publishing, 1996.
10. DEWEY, J. *Experience and Education*. New York: Macmillan, 1938.
11. EPSTEIN, J. L. *School, Family, and Community Partnerships*. Boulder: Westview Press, 2011.
12. ERIKSON, E. H. *Identity: Youth and Crisis*. New York: Norton, 1968.
13. FREIRE, P. *Pedagogy of the Oppressed*. New York: Continuum, 1970.
14. FULLAN, M. *The New Meaning of Educational Change*. New York: Teachers College Press, 2007.
15. GARDNER, H. *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books, 1983.

16. GOLEMAN, D. *Emotional Intelligence: Why It Can Matter More Than IQ.* New York: Bantam Books, 1995.
17. HATTIE, J. *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge, 2012.
18. HUBERMAN, M. *The Lives of Teachers*. New York: Teachers College Press, 1993.
19. IONESCU, M.; RADU, I. *Didactica modernă*. Cluj-Napoca: Dacia, 2001.
20. JOICE, B.; WEIL, M.; CALHOUN, E. *Models of Teaching*. Boston: Pearson, 2015.
21. MARZANO, R. J. *Classroom Assessment and Grading That Work*. Alexandria: ASCD, 2006.
22. OECD. *The Future of Education and Skills: Education 2030*. Paris: OECD Publishing, 2018.
23. PIAGET, J. *The Psychology of Intelligence.* London: Routledge, 1950.
24. SCHÖN, D. A. *The Reflective Practitioner*. New York: Basic Books, 1983.
25. STEINBERG, L. *Adolescence.* New York: McGraw-Hill, 2014.
26. THOMAS, J. W. *A Review of Research on Project-Based Learning*. San Rafael: Autodesk Foundation, 2000.
27. TOMLINSON, C. A. *How to Differentiate Instruction in Academically Diverse Classrooms.* Alexandria: ASCD, 2014.
28. VYGOTSKY, L. S. *Mind in Society.* Cambridge: Harvard University Press, 1978.

Data about authors:
Paula Tamara CIOBICA, PhD, University Professor, Andronic Motrescu College of Radauti, Romania.
ORCID: 0009-0009-0100-8147
E-mail: paulaciobica@gmail.com

Mariana MARIN, PhD, Associate Professor, Moldova State University, Chisinau, Republic of Moldova.
ORCID: 0000-0001-6827-4524
E-mail: mariana.marin@usm.md

Presented: 27.02.2026
Reviewed: 30.04.2026
Accepted for publication: 20.05.2026