

FOSTERING CREATIVE LITERACY: THEORETICAL CONDITIONS AND PEDAGOGY

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ABSTRACT

The paper examines the creative dimension in the pedagogy of multiliteracies to be fostered in contemporary educational settings. As it is argued, *functional* (understanding and interpreting various multimodal texts/representation products and their functionality in various sociocultural contexts) and *critical* literacy (interpreting and criticizing the ideological construction and purpose of the texts) has to be complemented by *creative* literacy, in order to make up a more comprehensive triptych, providing a definition of the concept of literacy which should be abided by in modern schooling. These three aspects of functional-critical-creative literacy respond to all representation activities in which the modern social Subject is involved, throughout the daily communication and interaction with the environment: from the production of written or oral discourse, to the audio, visual, digital interaction and meaning-making, in various representation codes.

Keywords: Creative literacy, pedagogy of multiliteracies, literature, creative writing.