

## DESIGN-BASED LEARNING FOR CREATIVE WRITING

### **Abstract**

This design-based research study examines how a learning environment integrating digital blogging, peer feedback, multimodal presentation, and ethical AI scaffolding supports creative writing development in a post-secondary classroom. Grounded in Design-Based Research (DBR), which emphasizes iterative design and analysis of learning interventions in authentic contexts (The Design-Based Research Collective, 2003; McKenney & Reeves, 2018), the study was implemented over an 11-week creative writing course involving 35 students. The instructional design emphasized a structured draft–revise–reflect cycle, consistent with experiential learning theory that conceptualizes learning as a recursive process of action and reflection (Kolb & Kolb, 2022). Students used digital blogs to document drafts, revisions, and reflections, with revision primarily mediated through peer feedback, framing writing as a socially constructed practice (Nicol et al., 2014; Zhang & Hyland, 2023). Students also delivered multimodal presentations combining text, visuals, and layout to explain writing processes and revision decisions, supporting multimodal literacy and meaning-making (Lim & Tan-Chia, 2022; Haddad, 2015). Generative AI tools were introduced as formative supports for idea generation, genre exploration, and visual design. AI use was framed through a critical digital literacy perspective, emphasizing ethical use, authorship, and critical evaluation (Darvin, 2025; Lim & Darvin, 2025; Kasneci et al., 2023). Data were collected through student presentations and semi-structured interviews (n = 35), digital blog artifacts, and a post-course questionnaire with Likert-scale and open-ended items. Quantitative survey data were analyzed descriptively, while qualitative data were analyzed thematically. Consistent with DBR, the study prioritizes design insights and learning processes rather than statistical generalization. Findings indicate that digital blogging enhanced organization, revision depth, and reflective awareness; peer feedback

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supported collaborative learning and metacognitive growth; multimodal presentation deepened reflection and audience awareness; and ethical AI use functioned as a creative scaffold rather than a replacement for authorship. The study contributes a transferable, ethically grounded design-based model for experiential creative writing pedagogy.

***Keywords:*** Design-Based Research, Experiential Learning, Creative Writing Pedagogy, Digital Blogging, Peer Feedback, Ethical AI Literacy