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## Increasing Students Success Through Creative Learning

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Increasing Students Success Through Creative Learning

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Spring 2020

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### Prospectus

My interest in the research project comes from my experiences in my service learning where I was exposed to multiple class settings where creative learning was rarely incorporated in-class lecture activities. In service learning, I was able to see how children lacked participation and enthusiasm in learning material when their curriculum consists of learning straight from books. Often children wander around and lack an understanding of the material because the material is not taught in a creative way that gives children different approaches to learning concepts. Creative learning is defined as “Working and nurturing the creative potential, measuring the behavior, attitudes, and consistent actions in life that can be affected by culture, environment and preferred ways of operating (Keller-Mathers, S. (2011). I would like to research this topic to see how creative learning has been addressed over the years. As I gathered my research, I want to learn about ways in which teachers have incorporated creative learning in their lesson plans. Overall, I want to see how teachers today approach this and if this is negatively or positively affecting the performance of students.

My major is Liberal Studies with an emphasis in History. Having taken liberal studies courses, I plan on incorporating the MLOs. The MLOs I will be incorporating in my research include MLO #1 -Developing Educator, MLO #2 - Diversity and Multicultural Scholar, MLO #3 - Innovative Technology Practitioner, MLO #4 - Social Justice Collaborator and MLO #5 - Subject Matter Generalist. As I gather more information from my research, I will look into ways the research meets each of the MLOs.

The primary question I proposed to answer in my research is how can creative learning promote kid’s success in the classroom? My secondary questions include the following: (1) How is creative learning defined? (2) How is arts integration defined? (3) How does creative learning

engage children to want to learn and elevate their own abilities? (4) How does teacher training and arts integration provide solutions to increase creative learning? (5) How are public schools approaching the idea of having a curriculum built upon a creative learning approach? (6) What are some studies that show the benefits of having a creative learning environment?

Furthermore, as I began to think about my secondary questions, I realized this can be the potential questions that I can ask for the teacher interview that I will incorporate into my research paper.

To answer the questions in the next two weeks, I will be reading articles I have gathered from my past LS classes that discuss arts integration and take notes on them to see how I can incorporate them in my research. I will investigate Academic Journals online and read them and make sure I have my primary article. Then, once I am placed in service-learning course, I will interview my site supervisor regarding creative learning. While at my service-learning course, I will be taking notes and collect data on classroom observations. I will ask for permission from the teacher to take some pictures of students' work. The photos will be used as supporting data and to show different ways in which students work illustrate creative learning influenced by arts integration. After I have finished observing, I will begin organizing my ideas into the essay and look at strategies to organize my paper. I should by this time have my background on my topic.

The final product produced will be at least 15 pages that address how creative learning has been approached throughout the years. I will examine ways in which teachers have incorporated the art integrations in their curriculum to enhance the creativity of children.

Ultimately, the final product should be of interest to teachers who don't understand the importance of creative learning in the classroom environment and who have a hard time

promoting a creative learning curriculum. This research project will be an approach for teachers to reflect on the ways they have positively or negatively contributed to creating lesson plans for children. The outcome of this research project is for teachers to reflect on how creative learning enhances the different life skills of children.

### **Synthesis**

Thinking about graduating in a few weeks is emotional. Reflecting upon how much growth and change has occurred over the past few years and the development of my professional endeavors make me cry with happiness. I am a first-generation, Latina DACA student. I learned to believe in myself and keep a firm stand in overcoming educational challenges. I will forever be thankful for my counselors, the EOP program, and parents that guided me throughout this educational journey. I would not be where I am if it were not from the guidance and support of these individuals. More than anything I am grateful for the opportunity to receive an education because few individuals are given this opportunity. The knowledge I received throughout the Liberal Studies program provided opportunities for a successful personal and professional life.

My educational journey began at Hartnell College in 2016. I graduated from Hartnell College with a Liberal Studies Associate Degree (AA). The goal was to graduate from CSUMB during the Fall of 2018 and obtain a Bachelor's Degree (BS) also in Liberal Studies. My goal once I got out of High School was to move out of my parent's home and transfer to a University out of town. I was determined to graduate in four years and make a life of my own by becoming an independent individual. Unfortunately, life did not turn out as I planned and I ended up going to Hartnell and CSUMB, both institutions were near home. Although I did not move away from home, I did accomplish the other goals. Four years after challenges and tears, I am here writing this paper to share my educational experience.

CSUMB allowed me to learn what it means to become an educator and the skills and measurements that should be taken to become a successful classroom educator. My liberal studies courses provided the Major Learning Outcomes also known as the MLOs which addressed how to become a well-educated individual as well as how to manage a successful classroom as a future teacher.

#### MLO #1: Developing Educator

This MLO taught students to acquire pedagogical skills and epistemological knowledge with perspectives of Educational Foundations and practices. The LS 300: Major Proseminar class falls under this MLO because I was able to develop my skills and own pedagogy as an educator. This class consisted of mostly group work activities. Students were grouped and given assignments that required each group to make a presentation to the class. Each person within the group was given a responsibility and those responsibilities would rotate among the group members. Working in groups helped students to learn about teamwork, creating fun presentations, getting feedback, and practicing our communication skills. Group presentations also help to build conversations among our classmates. The professor gave us articles that we would read about issues in the education system. After reading the articles we would form a circle where we would share among us our thoughts and ideas of change in the issues addressed in the articles. Also, we produced a final essay that consists of writing about an issue in the educational system and how to find solutions to this issue. This class consisting of group work, class discussions, and writing helped me to develop my sense of pedagogy and skills necessary to become a great teacher. As a future teacher the skills acquired in this course will help to work collaboratively with educators, acknowledge issues and have great communication skills with students, parents, and school faculty.

I also developed my educator skills in LS 380: Teaching for Social Change. In this course, we read articles that addressed issues in schools and how teachers have approached these issues. The professor will form class discussions by asking us a variety of questions regarding what it is meant to be a good educator. We had reflections essays that build our definitions of what social equality meant to us. Also, we read books that talked about social change and equality. Important books that were read in class were the Rainbow Tulip by Pat Mora, Friends from the other side by Gloria Anzaldua, and America is her name by Carlos Vazquez. These books focused on controversial topics in Mexican societies such as immigration, discrimination, sexism, belief and hope. The books influenced students to think critically about the different issues Mexican communities face and look at ways in which teachers could create lessons based on the incorporation of multicultural books in the classroom to teach particular social inequality concepts to our future students. LS 380 course helped to form more pedagogy on teaching children about social change and equality. As well, like learning skills that educators must take to accurately teach difficult and controversial concepts to young children.

#### MLO #2: Diversity and Multicultural Scholar

MLO # 2 focused on allowing students to examine their own and other experiences shaped by social identities practices. Students examine the value of diversity and multiculturalism. One classroom that fulfills this MLO is LS 390: Culturally Sustain Literature. This class examined multicultural books by interpreting, from multiple perspectives, representations, and socio-cultural patterns and identifying symbols found across various authors and literary genres. In this class students shared their ideas about the importance of reading books that are multicultural to children. We also form group presentations where we present to the class different books and lesson plans that can be used with each book to teach children. LS



390 course will help as a future educator to know how to use multicultural children's and young adult literature in an interdisciplinary curriculum to expand the language arts skills of children as well as their view of what it means to be human.

The understanding and value for diversity and culturalism was fulfilled in one of the history classes, HCOM 445: Slavery & Race. This history class focused on slavery and their culture. Labor exploitation and worker abuses were topics that were talked about in this class. The course consisted of mostly lectures, writing essays and classroom presentations that included teaching the class how Africans and other ethnicities have impacted and influenced American culture over the years. The knowledge received from HCOM 445 course will help as a future educator to teach young students about how slavery and racism hindered multiculturalism and diversity throughout the Americas and the world. This class taught students to value, comprehend, and teach future students of all races to respect and accept every culture as future citizens of the world.

#### MLO #3: Innovative Technology Practitioner

MLO# 3 focused on students reflecting on the role of technologies for innovative teaching, learning, and practical instructions. I was able to acquire this MLO in LS 233: Arts in the School and Community course. In this class, we learned about the importance of arts integration in the school's curriculum. This class was my influence to write my LS 400 research paper on arts integration to promote a creative learning environment for children. Moreover, LS 233 class taught me the various components of music, theater, visual arts, and dance. We did the hand-on activities and learned to use technology for good teaching purposes. For example, we learn to dance to songs by creating movements, playing by using music and creating videos of ourselves performing a dance or play. The skills gathered from this class will help as an educator

to show my children the importance of being creative in their way. Learning about the technology tools available for educators to help them in teaching the arts to children will be of great help to me since I want to create an arts inclusion classroom.

Technology effectiveness was learned in class SPED 560: Inclusionary Practices. This is an online course I am currently taking. SPED 560 focuses on the programs, laws, and measurements that should be taken for children with special needs. The courses also taught students about the importance of public schools providing technologies to assist students in their learning. Children faced with a variety of disabilities and technology use is proven to be effective in promoting a higher rate of student involvement and educational achievement. Gaining knowledge from this course will help as an educator to know how to assist the inclusion of all my children regarding their abilities. Acquiring expertise on the use of technology for children with disabilities such as hearing loss, autism, and other disabilities will help me to create a bigger achievement gap in my classroom.

### MLO #4: Social Justice Collaborator

In this MLO, students combine disciplinary knowledge and community experience to become an ethically and socially educator working towards social changes in the educational world. I have fulfilled this MLO in my class 386s: Service Learning for Social Change in Education. I am currently taking this course and I have learned about what it means to be a good educator in public schooling where there is a low percentage of student's performance on test scores. Information is shared with us via lectures. We are also required to do service-learning at a school. The purpose of Service-learning is to establish a partnership with a multicultural community. While I am doing my service learning I am expected to observe teachers, students, and class management to then write reflections upon a potential change in my service-learning

observations. Taking this course will highly influence me for my involvement in collaborating with stakeholders to advocate for access, equity, and justice in my future school.

Another course that fulfills MLO number four is LS 310: Education Issues & Latino Community. In this class, we did class discussions about articles that talked about educational issues in the Latino community. Some of the discussions consisted of how Latinos experienced a higher rate of dropping out from school because they experience personally as well as school challenges due to a variety of factors such as race, culture, language, and low income. We also wrote reflections called “Papelito,” in which we would answer prompts posted by the teacher regarding our educational experience and supporting it with articles we had talked about in class. This allowed us to write and express our thoughts and experiences based on our identity. At the end of the semester, we did a research paper that focused on talking about potential social change in a public school. The knowledge gained from this course will highly benefit me in future because I will have a sense of the way to create a classroom environment that is equal for all my students. Accept all my children for who they are and not for who they are identified to be and keep a firm stand for advocating for change if I see an injustice in my school.

### MLO #5: Subject Matter Generalist

This MLO allows students to demonstrate competency in subject area content and complete a coherent depth of study. The class that accomplishes this MLO is LS 400: Capstone class that I am currently taking. In this class, I am learning how to do further research about an issue that is occurring in schools and should be a call for change. Also, I learned to create primary and secondary questions that will be answered in my literature review. The result would be an in-depth research essay about my topic and will be a guidance for me as I continue my career as an educator.

Ultimately, I took many other courses that I did not include in the MLOs. I have thought about my journey at CSUMB and the Liberal Studies classes that were taken and believe that all classes were helpful. The selected MLOs represent MLOs that were most impactful. All the classes mentioned above had a great impact because they challenged the mind to become open minded. My newfound knowledge received at CSUMB will guide me to become the best educator I could be for my future students. Two professors that supported and greatly influenced my education at CSUMB were Miguel Lopez and Dr. Ondine Gage. Both professors played an important role in my education because they challenged my learning by pushing me to believe in my abilities as a writer and as a future teacher. Once obtaining my bachelor's degree at CSUMB my goal is to sub in a school and go to Grad School to get my teaching credential. As an educator I may face many challenges in life. One of the many things CSUMB taught me was that the power lies within me to create change regardless of the circumstances I am. I will carry with me this belief in my career and transmit this to my students. In the future, I do not just want to care about my students but understand where they are coming from. Therefore, I will accomplish this by having a classroom environment that understands the importance of multiculturalism and respecting each other. Most importantly I want all my children to feel safe, encouraged, excited, and respected in my classroom. One phrase by the author Ignacio Estrada that I will carry with me as an educator is, "If a child can't learn the way we teach, maybe we should teach the way they learn."

### **Abstract**

This research used Literature Review, including peer reviewed articles, and primary research to analyze the importance of infusing creative learning in the school curriculum. Creative learning provided an education milieu that helped students reach their potential. Some researchers professed that when children are exposed to activities that include creative learning, they had a better understanding while learning about the different genres. Research indicated that teachers should familiarize themselves with how students learned in order to engage in course work. To promote a creative learning environment, teachers must receive the training required and learn about ways in which arts integration increased student engagement in learning. This research project focused on creativity and the impact it had on students' appreciation of visual, auditory, and kinetically learning activities. Research found that curriculum could only be successful when it was influenced by creativity, arts integration, and positive teacher student relationships.

## Introduction

This topic is of interest to me as an English language learner who struggled throughout K-12 public education. K-12 education generally imposed learning from books only. I never had an opportunity to explore the talents and interests available to English speaking students or express my thoughts through hands-on activities. My educational journey was boring and provides few if any good memories. The first time I heard about creative learning was while taking LS 233 at CSUMB for a Liberal Studies undergraduate degree. In LS 233 students learned the meaning of creativity and the use of arts integrations which allowed students to have fun and enjoy learning activities that ultimately would lead them to become successful with education. Attending service-learning courses provide experiences to work with k- 5 students and to see how creativity helps student's academic performance.

The audience for this research paper is teachers. The purpose of this research paper was to examine what creative learning is and how it has elevated student success in their education. My primary question is how can creative learning promote kid's success in the classroom? My secondary questions include the following: (1) How is creative learning defined? (2) How is arts integration defined? (3) How does creative learning engage children to want to learn and elevate their own abilities? (4) How does teacher training and arts integration provide solutions to increase creative learning? (5) How are public schools approaching the idea of having a curriculum built upon a creative learning approach? (6) What are some studies that show the benefits of having a creative learning environment?

The concept of creative learning emerged from psychologists James C. Kaufman and Ronald A. Beghetto who introduced a four C model of creativity. This model explained transformative learning involving personally meaningful interpretations of experiences, actions,

and insights in everyday problem solving and creative expression (Wright, 2001). The model was intended to help accommodate models and theories of creativity and the historical transformation of a creative domain as the most important. Also, the model was used for analyzing creative processes in individuals.

Terms that will be used throughout this paper are creative learning and arts integration. Both terms will be used interchangeably throughout the paper. Creative learning is defined as working and nurturing the creative potential, measuring the behaviors, attitudes, and consistent actions in a lifetime that can be affected by culture, environment, and preferred ways of operating (Keller-Mathers, 2011, P.3). Appel (2006) defines arts integration as the expression or application of human creative skills and imagination through visual forms. Keller-Mathers and Ulger, examine how creative learning affects students in classrooms and whether its benefits students in learning the various subjects.

### **Background**

There are various ways to measure creativity and its impact on students. “The Problem-Based Learning (PBL) approach measures an ideal learning approach that teachers can use to help the students determine different solutions to non-routine issues” (Ulger, 2018, P. 3). There are also multiple studies on how creative visual learning was beneficial to some students. “There were studies that suggested ways visual creative learning could be implemented in natural sciences, social sciences, music, and visual arts courses” (Ulger, 2018, P. 5). Some schools are most concerned with standardized tests and teachers who are held accountable for test scores do not believe or have time to enforce creative learning in schools. They must focus on standardized testing and student scores. According to (Ulger, 2018), the research provided by Ulger justifies

the implementation of creative learning in the curriculum of schools using multiple hands activities that involved arts integration.

However, in the past there were no actual laws that enforced schools and teachers to teach students creatively. The No Child Left Behind Act (NCLB) of 2001 changed the way teachers taught their students and how it affected their learning. NCLB took creativity out and put in learning objectives to be taught and tested. NCLB grew unpopular at an alarming rate over 10 years and it caused the Departments of Education throughout the country to change their methods of teaching. President Barack Obama passed a new policy, Every Student Succeeds Act in 2015(ESSA) on education which diminished the federal government's role in school reform and let states control how teachers should teach and test students (Jennings, 2018, P. 9).

According to (Jennings, 2018, P. 11), high-quality programs were uneven throughout the country, and sometimes children at the middle school level were left out of high-quality learning programs. Students learning consisted of a curriculum influenced by learning strictly from the books. Walker, (2017) detailed how learning was now about testing, and districts have become obsessed with testing students instead of teaching them the curriculum. NCLB, is the main reason why creative learning was stripped away from students, argues (Walker, 2017). Math and Literature became the focus in schools. Both Math and Literature were taught through book lecturing. As a result, students do not get to explore their creative minds. Even at an early age, students were summed by constant testing, which eliminates the opportunity for students to form their own ideas or express personal knowledge (Walker, 2017). Budget cuts and overcrowded schools were issues that eliminated all hopes for creative thinking and learning (Walker, 2017). With no money, schools were not able to buy materials to create plans for students and overcrowded schools did not have enough resources for every student (Walker, 2017).



### Literature Review

Creative learning allows students to learn not just through memorizing, but visually, auditory, or kinesthetically. Students from different high schools in Southeast Washington were able to attend a theatrical based on American History, where other students got to vocalize what they learned about American History in any form of performing art, from rap, song, to a written poem. Students expressed how they did not know American History before George Washington (Stein, 2018). They were able to visually see what the Bill of Rights consisted of through poems, and what the 13 colonies were about through rap. Later, a performance of Hamilton was shown to all the students. They were given an opportunity to speak to the performers about their performances and how they acquired their careers. Creative learning through seeing a performance allowed students to view American History through performance instead of a normal classroom setting. According to (Stein, 2018), a classmate named DeJuan Price said, “He thinks more history should be taught in a creative format, similar to Hamilton.” The play makes it easier to learn than to read it, to see it, it’s better to understand (Stein, 2018).”

Integrating creative activities for children in the teacher's curriculum had steps that allowed teachers to engage students in their learning. To allow students to explore their creative minds, a study by (Edwards and Wills, 2000) gives an option to easily transition to different types of creative activities. Edwards and Wills stated that creating studios where all materials are easily accessible and have students treat all materials respectfully teaches students to value the materials and creative learning opportunities. These studios Allow children to experiment as much as possible with different materials and give them full opportunity to express themselves without feeling obligated to only certain materials (Edwards and Willis, 2000, P. 263). It was suggested by Edwards and Wills that teachers should allow families to document what type of

offering creative learning in the classroom, benefits not just in the classroom but also in the real world. Educators want students to be up to date with technology and how to creatively solve issues at school that help them later in the real world (Edwards and Wills, 2000).

Creative learning can also be explored in, Problem Based Learning, PBL, which allows students to learn problem solving skills (Ulgar, Strobel and Van Barneveld, 2018, P.2). PBL allows students to be responsible for their own learning while the teacher facilitates the process of the student's problem solving. This is creative learning because it allows students to be held accountable for their answers and opinions in support of a whole group. It shows students how to work together to solve complex problems (Ulgar, 2018, P. 2). The primary outcome of PBL is to learn creative thinking, critical thinking, perception of the individual, address complex outcomes and enhance the ability of longtime knowledge.

Researcher, Skylar (2005) studied using Photography as a tool to provide creative learning and specific curriculum. In an observational study indicating the number of students in the study of kindergarten students by Harris Skylar (2005), she used photography as a way for students to express themselves and tell a story. "The children practiced writing and speaking about their photographs (Sklar,2005, Pg.1). Teaching students to help communicate, write, and explain their stories was life skills that could be used for them in the future. Students do not only learn how to take photos and print them; they also learn to edit the photo and save them for later use when presenting their stories. Focusing on photography was a creative outlet for the students and paid off when a student won an award as an honorable mention at the Philadelphia Art Festival (Skylar, 2005). Photography in the study (Skylar) was a critical element for implementing critical thinking for students in the study.

However, a case study by Payne (2005) involving a software program that allowed video editing helped one teacher teach students different reading strategies. This new critical element is different from photography, but it still enhances the learning ability of students. Creative learning in her case allowed students to focus on different strategies to help create a video with other students as partners and teach students how to read different forms of books. “The videotaping tool allowed students to see different writing strategies in a new light. In return, the video process of teaching helped students learn new ways to read differently and use reading materials in different ways throughout the school year” (Payne,2005, Pg.1).

Access to materials and opportunities were helpful in addressing new ways of learning. Not all schools will be able to afford the material to teach new ways of learning. But many schools are making efforts to allow for this type of learning. In South East Washington, Students must earn their way to the Hamilton performance. Districts who do not allow such a creative curriculum also make it harder for teachers to find ways to teach students and still go by the rule book. The main role for creativity in the curriculum is to get a better understanding of the student as well of the teacher and it allows the classroom to be more engaging. Each student should have a passion to learn and learning should come naturally to each student in their own creative way.

### **Methods and Procedures**

This Capstone paper focused on what is creativity and how it elevates student success. Through the peer reviewed articles and primary books information about this topic were found, I utilized the online library website, where I gathered articles from the Academic Search Ultimate (Ebsco). Ebsco is a website where CSUMB students have access to academic and peer review articles. This was a free no cost website that allowed university students to have access to a variety of

articles. My research focused on finding articles that answered my primary question. The question led me to other articles which answered some of my secondary questions. My method to writing this paper was using the strategy of notetaking throughout my reading of different articles which allowed me to arrange and outline concepts and arguments of the articles.

### **Results and Discussions**

Incorporating creative learning in a classroom environment is beneficial to students and teachers. Students are the priority that should be taken in consideration when implementing the creative learning environment. To create a successful stimulating creative learning classroom where children are encouraged to become better learners and thinkers, teachers must have the autonomy to be creative. If students are taught in a stimulating environment, they will have positive attitudes towards learning and will have interest as well as be aware of what they are learning (Morganette, 1991). The second influences are teachers. One goal of schools should be to make students become successful individuals by learning the school standards (Morganette, 1991). When teachers use creative learning in their activities, it makes their job easier because students are focused. Teachers can create lesson plans based on students' needs, and therefore progress through the material in a process where all the students are learning. The teachers who show interest in the topic being taught can inspire students to feel excited to go to class the next day to learn.

A Morganette (1991) study found that to form a good creative learning style for the students was to have a good relationship with teachers. Morganett (1991) stated that teachers needed to be aware of the importance of building relationships with their students and take steps to incorporate actions and activities that would result in teacher-engaging with them. To get students to put more effort into their studies, the teacher must show concern for students' needs.

Teachers must start by helping students feel accepted in the classroom by both the teacher and other students. According to Morganette (1991), a strategy a teacher can use to learn about their students was to take the time to talk with and listen to the students individually and collaboratively. This was an opportunity to talk with students about their personal interests and outside activities. Jones (1981) states that teachers should listen carefully to what students are trying to say to make sure they understand not only their thoughts but also their feelings.

Establishing a classroom environment where mistakes and questions are viewed as a normal part of the learning process and as opportunities to learn is a way to keep students' motivated to learn and participate.

Teachers building relationships with their students was a key component in making creative learning be successful among students. When the teacher can make a connection with her students and know the student more in-depth, she is able to create a lesson plan that is based on the student's needs. The teacher can become aware of how creativity works differently among students. This can help the teacher to collaborate on different ideas based on her observations and make a lesson plan that will be effective for all the students.

### **Problems and Limitations**

Through the gathering of this research paper, there were some problems that limited my gathering information for the Senior Capstone project. My goal for the completion of this essay was to complete some research based on service-learning courses, where I would gather data and examples of students; work that supported the research. Besides gathering research on students' work, I planned to conduct a teacher interview with my site supervisor based on my secondary questions. Unfortunately, due to the COVID-19 also known as Coronavirus, I was not able to complete those tasks. I was able to complete the Literature Review because CSUMB continued

classes and maintained library facilities online. COVID-19 impacted the United States dramatically, causing schools all over the United States to be closed. The COVID-19 also impacted k-12 schools. Many schools conducted class with virtual teaching and learning because of the Stay at Home state order. This created a problem for me because I was not able to get my teacher interview because I was not able to get hold of the teacher. Therefore, the information gathered for my secondary was very limited and I had to rely on article research which did not provide me with the best findings.

### **Recommendation**

Creative learning can be a challenge for many teachers when they are unaware of its importance. This led to the use of teaching methods that did not promote the potential of individuals. Teachers are required to promote repetitive teaching methods that do not help the teacher to reflect on what the students are learning. Kane (2016) points out that it was essential that teachers perform as the main mediator of the teaching and learning process, reflect on teaching practice and the important role to motivate students. Therefore, training teachers would help teachers to reflect on how the process of learning was carried out with creative methods. Guerios (2002) highlighted that teachers' training qualified them to promote the development of creativity in the students. If teachers were trained well, they can provide a classroom environment of potential. Guerios and Sausen (2013) agree that creativity is associated with the motivation to learn it and the teachers, in turn, must be creative in its methods to motivate the students. Besides teachers learning about ways to incorporate creativity in their lesson, they can also learn to efficiently use class material properly, making possible an education that focuses on the full development of students.

It is important that teachers receive teacher training before starting to teach and while teaching because many teachers might lose the sense of what it is like to inspire individuals to learn or they might have never learned it during their teacher training. As undergraduates, teachers learn about different subjects and how subjects should be taught to students, but teachers don't really get a sense of what it is like to teach these subjects to children until they actually have their own classroom. Teachers might be successful in teaching different subjects to children but not all teachers will be successful in students' learning achievement. Therefore, teachers should learn ways to become better classroom managers. They continue to build their knowledge to deliver a higher quality of learning by taking classes about new ways of engaging students in their learning. The more the teacher is prepared the better outcome student learning will be. Provided with proper training that includes up to date information such as technology tools for the classroom, curriculum resources and understanding of the child's culture can help the teacher to provide a fun and enjoyable experience in a child's learning. Teachers should always be engaged in their students' learning and willing to learn new information to reach their students' needs and learning accomplishments.

The second recommendation that will increase the involvement of creative learning is incorporating arts in the lessons. Appel (2006) research found that the arts enhances cognitive engagement among students, provides a better ownership towards learning, improves attention, engagement, and attendance. Arts help to challenge the student brain. It allows students to ignite creativity by giving them the opportunity to interpret the world around them. Evidence from Appel (2006) research reveals that engagement in the arts can help to develop language proficiency among students. They are given different ways to learn and use vocabulary,

as well as allowing them to collaborate with other students. The use of arts in lesson plans requires thought, planning, and assessment from the teacher.

The integration of arts in the school curriculum is a source that can be useful to help students learn in a creative learning environment because students are given different visual forms and hands-on activities to learn the material. They are learning in an environment where they can be themselves and not be afraid of being wrong. All students are participating and actively engaging with one another. The incorporation of arts in lesson plans will help to promote creative learning among students. For example, drama, music, dance, and other types of visual arts can help students to better understand subjects. It can help individuals by allowing them to be open-minded and experience different activities.

### **Conclusion**

Teacher training and arts integration was proven to increase creative learning. If teachers were given the resources to provide a better learning environment, students were more likely to succeed in their education. Teacher training is important because teachers are valuable individuals that make an impact on the life of the student. They build knowledge among students; therefore, they need to provide the best ways to reach the knowledge of students. As a teacher, their goal is to make their students shine and become experts in all subject areas. Overall, it is important that creative learning is addressed by using the integration of arts in lesson plans to promote creative learning for all children. Creative learning will help students' to better communicate their ideas and opinions by challenging them to become active listeners.



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