JOURNAL OF ACADEMIC RESEARCH FOR HUMANITIES
ISSN 2663-192x

ORCID of the Journal: https://orcid.org/0009-0000-0723-9485
DOI Number of the Paper: https://zenodo.org/records/15252628
Edition Link: Journal of Academic Research for Humanities JARH, 5(*1*) Jan-March 2025
Link of the Paper: https://jar.bwo-researches.com/index.php/jarh/article/view/537
HJRS Link: Journal of Academic Research for Humanities JARH (HEC-Recognized for 2024-2025)

EFFECTIVE STRATEGIES FOR FOSTERING INNOVATIVE THINKING AND ENHANCING STUDENT MOTIVATION

Author 1:	**SADIA SHAFI**, M.Phil. Scholar, Department of Education, Alhamd Islamic University, Quetta Campus, Balochistan, Pakistan. Email: sadiashafi021@gmail.com.
Corresponding & Author 2	**DR. UM E RUBAB**, Assistant Professor, Department of Education, Fatima Jinnah Women University Rawalpindi, Punjab, Pakistan. Email: umerubab@fjwu.edu.pk.
Author 3	**DR. FARKHANDA JABEEN**, Assistant Professor, Department of Education, Fatima Jinnah Women University Rawalpindi, Pakistan. Email: farkhandajabeen@fjwu.edu.pk, ORCID: 0000-00024819-695X

Paper Information

Citation of the paper:
(Jarh) Shafi, S., Rubab, U., & Jabeen, F. (2025). Effective Strategies for Fostering Innovative Thinking and Enhancing Student Motivation**.** In *Journal of Academic Research for Humanities*, 5(*1*), 25–32.

QR Code for the Paper:

Subject Areas for JARH:
1 Humanities
2 Education

Timeline of the Paper at JARH:
Received on: 24-02-2025.
Reviews Completed on: 14-03-2025.
Accepted on: 26-03-2025.
Online on: 31-03-2025.

Recognized for BWO-R:
HJRS HEC Journal Recognition System

Published by BWO Researches INTL.:
BWO RESEARCHES (PVT) LTD INTERNATIONAL

DOI Image of the paper:
DOI 10.5281/zenodo.15252628

Abstract

This study investigates the relationship between innovative thinking and student motivation, aiming to identify effective strategies that foster creativity and enhance engagement in educational settings. Utilizing a quantitative research design, data were collected through surveys administered to 322 students from both secondary and tertiary education levels. The survey employed a 5-point Likert scale to assess the effectiveness of different strategies in promoting innovative thinking and increasing motivation. Data analysis included descriptive statistics, correlation analysis, regression analysis, and t-tests to provide robust and clear insights into the relationship between innovative thinking and student motivation. Statistical analyses revealed a strong positive correlation (r = 0.988) between innovative thinking and student motivation, with regression analysis indicating that innovative thinking skills explain 97.6% of the variance in motivation. Findings suggest that integrating creative activities, collaborative group work, and technology-enhanced learning significantly boost student engagement and academic performance. Additionally, institutional support through curriculum redesign and teacher training plays a crucial role in sustaining these positive outcomes. The study underscores the importance of fostering an innovative learning environment to enhance student motivation and prepare them for future challenges. Practically, these results imply that educational institutions should adopt curriculum redesign, focused teacher training, and strategies for community engagement to effectively foster an environment of innovative learning.

Keywords: Innovative, Motivation, Creativity, Strategies, Engagement.

Introduction

Innovative thinking, which is conceptualized as approaching problems from multiple perspectives, coming up with new ideas, and being responsive in a variety of contexts, is becoming increasingly important in our ever-changing world (Gube, 2020). Despite this, it is reported that less than 65% of classrooms worldwide reflect teaching that includes creative thinking in the teaching/learning process. This is indicative of the need for instructional approaches that prepare students for the speed of change in society and technology. Creative thinking, unlike traditional teaching methods that rely on rote memorization and that achieve a deeper interrogation of ideas, is an active alternative to learning. It establishes a classroom community where students are encouraged to think creatively, consider an array of perspectives, and express original ideas. This approach addresses theoretical perspectives in education such as constructivism and situated learning, which emphasize student engagement and problem-solving as the way to meaningful learning. In addition, innovative thinking can enhance creativity and is crucial for increasing student motivation. Motivation is a dynamic element and is a key driver affecting student engagement, academic performance, and success. Motivated learners are more likely to take their studies seriously, engage in the process, persist, and demonstrate a positive disposition toward their studies (Lu, 2022). The current study is based on theoretical frameworks that advocate the engagement of students and the autonomy of learners and seeks to demonstrate the transformative impact of innovative practice on the educational experience (Abendan, 2023). Innovative thinking, when enacted within teaching practice, can significantly improve student motivation through meaningful learning experiences. When teachers support creativity and self-discovery within the classroom, students feel valued, which motivates them to share their ideas. There is an environment where intrinsic motivation can thrive, and students feel a sense of ownership in their learning. The research and theory supported that when innovation is a part of the daily practices of the classroom, it brings a positive engaged cycle, which involves skill development and academic success (Albar, 2021). The educational system of Pakistan offers a specific backdrop where these difficulties are pronounced. Available data suggest that Pakistan's literacy rate is approximately 60%, with significant differences between the urban education sector and the rural education sector. Access, quality, and equity in the provision and delivery of education services in Pakistan are serious challenges to education that are compounded by socio-cultural issues and economic challenges (Khan, 2021). Currently, the literacy level in Pakistan is at 60%, therefore indicating that there is a long way to go in improving this figure, and the gap between the urban and rural areas has been greatly highlighted (Rafi, 2021). Traditional educational methods have often been insufficient in promoting students' intrinsic motivation, which plays a crucial role in their academic success and personal growth. As technology continues to evolve and societal expectations change, it is important to reconsider educational approaches. There is a need to explore how innovative thinking skills can enhance students' motivation to learn (Lepper, 2021). While intrinsic motivation, which drives students to learn for the sake of learning itself, is widely recognized as essential, the specific ways in which creative thinking can contribute to this motivation remain under-researched (Morris, 2022). This study aims to investigate the relationship between innovative thinking and student motivation, to provide valuable insights for developing teaching strategies that foster both creativity and motivation, thereby improving student engagement and achievement. This study integrates constructivist and self-determination theories, proposing that innovative thinking boosts intrinsic motivation. Engaging students in creative and problem-solving activities satisfies their needs for autonomy, competence, and relatedness, thereby enhancing self-efficacy and academic performance. The goal of this article is to investigate the influence of innovative thinking skills in improving student motivation. Specifically, the study seeks to find ways that effectively stimulate innovative thinking and motivation among students. Teachers, educational leaders, legislators, and students working in the field of education can all benefit from this study. It makes suggestions for enhancing instruction to boost student engagement and creativity. This research aims to show the value of learning environments that encourage creativity and motivation to make it

easier for teachers to interact with students and, in return, improve learning outcomes. To prepare competent students for the world of the future, this guarantees that educational systems are in line with contemporary global trends. Students who gain from learning skills that improve performance in a diverse and ever-changing environment are the research's main beneficiaries

Literature Review

Significance of Innovative Thinking and Motivation

This study explores innovative thinking and motivation in educational settings, focusing on students' motivation. It synthesizes key findings from previous studies, theories, and practices to investigate how these abilities influence student motivation. In the educational process, creativity has an appropriate position in terms of students' intellectual growth and personal development. To meet the demands of 21st-century education, this study intends to show how modern methods can be used to get students ready for the challenges of the globalized, modern world. Padilla-Lozano (2022) highlights the importance of innovation for social responsibility, particularly among the younger generation. Slovenia's innovation index and economic competence benchmarks are lower than other industrialized countries. To promote self-employment, innovativeness, and creativity, three forms of instruction exercise with work rules are provided. The United States is incorporating creative thinking into STEM education, encouraging students to experiment and explore to foster creativity and innovation (Khalil, 2023).

Critical Analysis of Creative Education Approaches

To promote greater creativity, Sungkitsin (2023) conducted a mixed-methods study with 128 Thai pre-service teachers. The researcher collected data through observations, interviews, and questionnaires, identifying six learning activities: setting goals, idea generation, innovation design, critical thinking, instructional strategies, and assessments. However, while the study was focused on pre-service teacher readiness, it illustrates the difficulty of putting creative theories into practice in the classroom regularly when resources or training were unavailable. Lesson plans, media for instruction, guidelines, online resources, and application of technology were emphasized throughout the study, which identifies that serious professional development is needed to effectively implement innovation.

Synthesis of Challenges in Creative Classroom Environments

Incorporating creative thinking into the classroom is essential, but it must be a challenging endeavor because several obstacles must be overcome to create an atmosphere that encourages creativity and critical thinking. Darmayanti (2023) contends that schools need to foster students' capacity for innovative thinking. This does not appear to occur because the community and parents in the underprivileged areas are unaware of it or do not comprehend it appropriately. To foster an environment that encourages creativity and appreciation, schools must collaborate with parents and the community. A comprehensive strategy that incorporates community involvement, policy implementation, and educational initiatives is required to address these problems.

Strengthening Theoretical Foundations and Policy Implications

Students' performance and the overall quality of education are enhanced when innovative and creative educational policies are promoted. This also means setting aside resources for teacher training, purchasing educational technology, and creating curricula that promote creativity (Feng, 2024). Teachers, students, and the community must adopt new perspectives to create an innovative environment. Thinking exclusively in terms of knowledge and examinations is no longer adequate, as this limits the school's perspective. Rather, learning that emphasizes critical thinking and problem-solving techniques complements these creative expressions. This implies that to promote creativity in the classroom, more regular and comprehensive interventions need to be put into place (Irwan, 2024).

Better Integration of Technology-Related Studies

Technology has a significant impact on the development of creative thinking in the educational field. The use of classroom resources like whiteboards, tablets, and educational programs to improve learning by encouraging students to use their imaginations to learn has raised the standard for education in the modern era (Agasi, 2024). According to Afikah (2022), tablets and laptops should be differentiated from other tools that support thinking. In this manner, it helps those

students to learn about the subject matter and engage with others to generate ideas for problem-solving. It has been observed for a few years that when laptops are available, students are more engaged and creative during a transformative learning exchange process than when they are in class. Aside from computers, innovations like the educational program Scratch allow students to freely express their creativity. Children can learn to think critically and creatively by using Scratch to create games, animations, and interactive stories. According to Saralar-Aras (2024) study, integrating the Scratch application into the classroom environment improved students' computational and problem-solving skills, thereby bolstering the notion that educational software fosters creative thinking. According to Sviridova (2023, October), there is a great deal of promise for two new technologies to boost academic creativity. These two immersive technology categories are AR (augmented reality) and VR (virtual reality). By giving students the impression that they are in a classroom environment where complex tasks and ambiguous objects can be handled, virtual reality (VR) gives them an illusion. According to Antonietti's (2022) research, teaching methods must integrate technology to stimulate students' creativity and engage them. The effectiveness of a program is directly correlated with how well it uses technology to enhance the training mechanisms that are the cornerstone of the traditional education delivery model, rather than replacing them. Technology's ability to improve education is also influenced by the sociocultural environment. To a certain extent, societal norms and values may dictate how technological resources are used in educational institutions. Ramos (2024) argues that the Common Core State Standards (CCSS) initiative in the US aims to improve students' critical thinking and problem-solving skills while also bringing educational levels across states into line. They provide students with a smooth transition to college and the workforce. Despite the controversies surrounding the standards' practical implementation, the studies' findings have shown that it is possible to raise motivation and involvement levels when this is accomplished.

Research Methodology

The study used a quantitative research design, aiming to evaluate the effective strategies for fostering innovative thinking and enhancing student motivation. Surveys were employed to collect quantitative data on effective strategies for developing innovative thinking and student interest in studies. This was chosen for its ability to measure relationships among variables and to produce generalizable outcomes. The population consisted of students at various levels of learning with their own unique experiences, interests, and motivations to learn. A structured questionnaire with a 5-point Likert scale was used to evaluate practices' effectiveness. The instrument went through validation by experts, a pilot study with a small group of students (n = 30), and refinements based on the pilot study. This process confirmed the instrument's reliability and validity to assess student motivation and innovative thinking. Questionnaire reliability was confirmed with a Cronbach's alpha coefficient of 0.89, yielding high internal consistency. 322 students were chosen via stratified random sampling for fair representation while reducing bias. The sample size was derived using a 95% confidence level and a 5% margin of error, thus representing a spectrum of perspectives and examining motivation and innovative thinking from different age groups. Data was analyzed using SPSS software (version 26). Descriptive statistics consist of mean, SD, and standard error. Students' self-estimated innovative thinking performances, besides the actual performance and motivational level of students, were analyzed based on the quantitative data surveyed in the questionnaires. Inferential tests like t-tests were used to draw differences between the groups based on the p-value established to find whether the findings were significant or not. The study also used correlation analysis and regression analysis to compare strategies that influence student motivation and innovative thinking ability, which underlines the connection between these variables in descriptive analyses.

Results

Statement	N	M	SD	Std. Err	t-test	p-value
Do you regularly engage in creative activities?	322	4.1	1.1	0.06	5.8	0.0
Do you actively participate in group activities requiring innovative thinking?	322	4	1.2	0.07	5.6	0.0
Do you use innovative thinking to tackle homework and academic challenges?	322	4.2	1	0.06	6.2	0.0
Do you believe your innovative thinking skills help you achieve academic goals?	322	4.1	1.1	0.06	6	0.0

Table 1: Statistical Summary of Strategies for Fostering Innovative Thinking among Students

The results from Table 1 indicate that students generally recognize the importance of engaging in creative activities and utilizing innovative thinking in their academic work. The mean scores for all statements range from 4.0 to 4.2, suggesting that most students agree or strongly agree with the statements. The standard deviations (SD) range from 1.0 to 1.2, indicating moderate variability in responses. The t-test values are statistically significant, with p-values of 0.0, indicating that the findings are not due to random chance. Specifically, students report regularly engaging in creative activities, participating in group tasks that require innovative thinking, and applying innovative thinking to overcome academic challenges. Furthermore, students believe that their innovative thinking skills contribute positively to their academic success. These results highlight the effectiveness of fostering innovative thinking as a strategy to enhance student engagement and achievement.

Table 2: Statistical Summary of Strategies for Enhancing Student Motivation Through Creative and Innovative Practices

Statement	N	M	SD	Std. Err	t-test	p-value
Do innovative and engaging activities make school more exciting?	322	4.2	1	0.06	6.5	0.0
Do creative activities help you stay motivated in your studies?	322	4.1	1.1	0.06	5.8	0.0
Does engaging in creative activities make learning new things exciting?	322	4.2	1	0.06	6.3	0.0
Does innovative thinking make your studies more engaging and enjoyable?	322	4.2	1	0.06	6.4	0.0
Do schools actively encourage creative thinking?	322	4	1.2	0.07	5.7	0.0
Should enhancing innovative thinking skills be a priority in schools?	322	4.1	1.1	0.06	6	0.0

The results from Table 2 show that students strongly agree that innovative and creative activities enhance their motivation and make learning more engaging. The mean scores for all statements range from 4.0 to 4.2, indicating that most students find these activities exciting and motivating. The standard deviations (SD) range from 1.0 to 1.2, suggesting moderate variability in responses. The t-test values are statistically significant with p-values of 0.0, confirming that the results are not due to random chance. Students reported that engaging in creative activities not only makes school more exciting but also helps them stay motivated and makes learning new things enjoyable. Additionally, students believe that innovative thinking contributes to making their studies more engaging. They also think schools should actively encourage creative thinking.

Table 3: Relationship between Innovative Thinking and Motivation

Analysis	Metric	Value	Significance (p-value)
Correlation between Innovative Thinking and Motivation	r	0.988	0.0
Regression Analysis: Variance Explained by Innovative Thinking Skills	R Square (%)	97.6	0.0

Table 3 shows a strong positive correlation (r = 0.988, p = 0.000) between innovative thinking and motivation. Regression analysis reveals that 97.6% of motivation variance is explained by innovative thinking, highlighting its critical role in enhancing student motivation.

Discussion

The findings of this study provide very convincing evidence that innovative thinking has a strong relationship with student motivation. The statistical analysis shows that innovative thinking in educational settings enhances students' intrinsic motivation, engagement, and academic achievement significantly. The strong positive correlation (r = 0.988) between innovative thinking and motivation, coupled with the regression analysis indicating that 97.6% of the variance in motivation is explained by innovative thinking, clearly points out the importance of creativity in the learning process. This result follows other research studies that point to the necessity of creative and innovative approaches to learning (Jiaming, 2023). While the results were generally positive, one unexpected finding was the comparatively lower mean score (M = 4.0) and higher variability (SD = 1.2) for the statement regarding schools encouraging creative thinking. This may indicate a disconnect between students' desire for innovation and the institutional efforts to foster it. Despite students' interest and engagement in creative activities, they may perceive a lack of structured support from their schools. The survey results also reflect the positive effects of creative activities on the engagement of students with their studies. From such students, engagement in creative task

completion, involvement in group work characterized by innovative approaches, and the ability to handle educational challenges with imagination improved their levels of academic performance and motivation toward studies. General findings from all the above, therefore, demonstrate that the traditional method of teaching without rote emphasis is not substantial enough to prepare for modern students' needs. Instead, innovative thinking is integrated into learning practices to offer students the opportunities to explore novel ideas, find creative solutions for problems, and learn with renewed excitement (Kakarla, 2024). The study also points out that institutional support is of great importance in the promotion of innovative thinking. Students pointed out that schools that encourage creative thinking and innovation through curriculum design and teaching strategies are likely to have a higher level of motivation. This is in line with the increasing literature that promotes the implementation of innovative thinking in school curricula because it increases students' cognitive and emotional investment in learning (Shkabarina, 2020). Several challenges have been found as barriers to encouraging innovation in education, especially in deprived regions, where socioeconomic and cultural factors disallow the resource and opportunity factors for creative learning. According to Shah (2024), "the socio-cultural context is crucial in determining the educational outcome". These findings indicate that policies for improving educational equity, especially in developing countries like Pakistan, should consider such underlying challenges to create an environment where innovative thinking and student motivation can flourish (Hojeij, 2024).

Practical Implications

The study emphasizes the necessity of integrating creativity into classroom practice to increase student motivation and engagement. Teachers should utilize project-based learning, digital tools, and group work that stimulate creative thinking. Educators also need professional development that enables them to create and implement creative lessons. Schools that foster innovation through curriculum and pedagogical practices promote student investment, both cognitively and effectively.

Generalizability of Findings

The sample size was sufficient in size, and the participants were selected using a stratified random sample, however, the findings are relevant to the context and cannot be generalized to other places or educational systems. Such cultural, institutional, and socioeconomic differences must be taken into consideration as these factors may shape the way innovation impacts motivation. Nevertheless, the alignment with other research conducted globally suggests that the findings may be relevant in similar educational contexts.

Future Research Directions

Future studies should explore the ways that teachers understand and implement innovative teaching, as well as the long-term impact that creativity has on students' achievement. Further research should also address how cultural and socioeconomic factors impact creativity during learning, and whether there is a difference in impact based on the type of school or location. The incorporation of qualitative data would also provide a deeper understanding of these dynamics.

Recommendations

To foster creativity, educational systems should plan to incorporate innovative practices like STEM, inquiry-based learning, and digital technologies into the curriculum. Educators need training in creative pedagogies and access to contemporary educational technologies. Policymakers need to support equitable access to resources that support creativity in learning, especially in under-resourced areas. Including parents and communities can support and nurture student-centred, innovation-driven learning environments for students.

Conclusion

This study proves to be very valuable in depicting the relationship between innovative thinking and student motivation. It establishes that classroom creativity has a big impact on the engagement, performance, and long-term achievement of the students. These findings are also in line with the belief that innovative thinking abilities are necessary to adjust to difficulties in this modern world to develop tenacity, adaptability, and to solve problems. This study further highlights the institutional support of work that also indicates the role of teachers, school leaders, and policymakers in promoting innovative thinking within education systems. Though the outcomes look promising, there still exist overt challenges

when it comes to the widespread implementation of the strategies in less-resourced and socio-economically challenged regions, where equal access to creative learning facilities is necessary to ensure desired outcomes through enhanced student motivation and engagement levels.

References

Abendan, C. F., Kilag, O. K., Taping, M. L., Poloyapoy, G., Echavez, R., & Suba-an, H. M. (2023). Driving Excellence in Management Education through IT Innovation. Excellencia: *International Multi-disciplinary Journal of Education* (2994-9521), 1(4), 62-75.

Afikah, A., Astuti, S. R. D., Suyanta, S., Jumadi, J., & Rohaeti, E. (2022). Mobile learning in science education to improve higher-order thinking skills (HOTS) and communication skills: A systematic review. *International Journal of Advanced Computer Science and Applications,* 13(7).

Agasi, K. (2024). Improving Critical Thinking by Using Technology in the Learning Process. *Interdisciplinary Journal of Research and Development*, 11(1 S1), 76-76.

Albar, S. B., & Southcott, J. E. (2021). Problem and project-based learning through an investigation lesson: Significant gains in creative thinking behaviour within the Australian foundation (preparatory) classroom. *Thinking Skills and Creativity,* 41, 100853.

Antonietti, C., Cattaneo, A., & Amenduni, F. (2022). Can teachers' digital competence influence technology acceptance in vocational education?. *Computers in Human Behavior*, 132, 107266.

Darmayanti, R. (2023). Gema Cow-Pu: Development of Mathematical Crossword Puzzle Learning Media on Students' Critical Thinking Ability. *Assyfa Learning Journal*, 1(1), 37-48.

Feng, Z., & Xiao, H. (2024). The impact of students' lack of learning motivation and teachers' teaching methods on innovation resistance in the context of big data. *Learning and Motivation*, 87, 102020.

Gube, M., & Lajoie, S. (2020). Adaptive expertise and creative thinking: A synthetic review and implications for practice. *Thinking Skills and Creativity*, 35, 100630.

Hojeij, Z. (2024). Educational leadership's role in fostering innovation and entrepreneurship in education: A narrative literature review. *Social Sciences & Humanities Open*, 10, 101173.

Irwan, I., Arnadi, A., & Aslan, A. (2024). Developing critical thinking skills of primary school students through independent curriculum learning. *Indonesian Journal of Education (INJOE),* 4(3), 788-803.

Jiaming, N. (2023). A study on the learning engagement status and influencing factors of university students in a smart classroom environment: A case study of a smart classroom at Baise University.

Kakarla, U. (2024). Fostering Creativity in Education. *International Journal of Innovative Scientific Research*, 2(3), 83-88.

Khalil, R. Y., Tairab, H., Qablan, A., Alarabi, K., & Mansour, Y. (2023). STEM-Based Curriculum and Creative Thinking in High School Students. *Education Sciences*, 13(12), 1195.

Khan, K. (2021). *Leadership Challenges in Creating Inclusive and Equitable Quality Education for All: the Possibilities in Public Schools in Chitral, Pakistan* (Doctoral dissertation, Flinders University, College of Education, Psychology and Social Work).

Lepper, M. R., & Malone, T. W. (2021). Intrinsic motivation and instructional effectiveness in computer-based education. *In Aptitude, learning, and instruction* (pp. 255-286). Routledge.

Lu, G., Xie, K., & Liu, Q. (2022). What influences student situational engagement in smart classrooms: Perception of the learning environment and students' motivation. *British Journal of Educational Technology*, 53(6), 1665-1687.

Mohammadi, Y., Vinnervik, P., & Khodadad, D. (2024). The Possible Impact of Department

Teaching Culture on Teaching Styles of New Teachers: A Case Study of a Swedish Department

University Department Focused on Engineering Education. *Education Sciences*, 14(6), 631.

Morris, L. S., Grehl, M. M., Rutter, S. B., Mehta, M., & Westwater, M. L. (2022). On what motivates us: a detailed review of intrinsic v. extrinsic motivation. *Psychological medicine,* 52(10), 1801-1816.

Padilla-Lozano, C. P., & Collazzo, P. (2022). Corporate social responsibility, green innovation and competitiveness–causality in manufacturing. *Competitiveness Review: An International Business Journal,* 32(7), 21-39.

Rafi, M., Ahmad, K., & Jian Ming, Z. (2021). Increasing or decreasing reading trend: An overview of the current status of the public libraries in Khyber Pakhtunkhwa, Pakistan. *Library Management*, 42(3), 214-232.

Ramos, K. R. (2024). *Bridging the Gap: Addressing Deficits in Reading Comprehension and Critical Thinking Skills Among Students.*

Saralar-Aras, I., & Schoenberg, Y. C. (2024). Unveiling the synergistic nexus: AI-driven coding integration in mathematics education for enhanced computational thinking and problem-solving. *The Mathematical Education*, 63(2), 233-254.

Shah, M. Z. (2024). *Leadership for Education for Sustainable Development (ESD): A Case Study from Postcolonial Pakistan* (Vol. 11). BRILL.

Shkabarina, M. A., Verbytska, K., Vitiuk, V., Shemchuk, V., & Saleychuk, E. (2020). Development of pedagogical creativity of future teachers of primary school using innovative education technologies. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(4), 137-155.

Sungkitsin, S., Saenghong, N., Nawarat, N., & Leepreecha, P. (2023). Promoting Pre-Service Teachers' Multicultural Competence through Culturally Responsive Pedagogy-Based Art Education Courses. *Rajabhat Chiang Mai Research Journal*.

Sviridova, E., Yastrebova, E., Bakirova, G., & Rebrina, F. (2023, October). Immersive technologies as an innovative tool to increase academic success and motivation in higher education. *In Frontiers in Education* (Vol. 8, p. 1192760). Frontiers Media SA.