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# Exhibition Visits as a Learning Resource for Graphic Design Students at Jeddah International College

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## Abstract:

Saudi Arabia 2030 vision encompasses art and design and its development. This study aims to investigate the learning experience and practices in art exhibition visits of graphic design students studying at Jeddah International College. Moreover, the study examines the impact of visiting art exhibitions on the development of the design process of graphic design projects in the presence of adequate guidance during the students' visits to art exhibitions. The study participants were Jeddah International graphic design students. 76 out of 87 students participated in the data collection using an online survey. The survey considers the following: 1) Prior to the visit: the frequency and the motivation for exhibition visits, the planning and organizing the visit; 2) During the visit: methods of documenting and recording interesting information during the visit and the difficulties faced; 3) Post visit: the impact of the visit on the students' inspiration and creativity in their designs process from the students perspective. The results revealed that visiting art exhibitions has a significant impact on the development of the design process of graphic design projects. However, graphic design students lack the ability to work independently during these visits. Thus, the study proposes a set of guidelines for graphic design students to enhance students' learning during art exhibitions visits.

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**Keywords:** Graphic Design, Visual Thinking, Design Processes, Art Exhibitions, Design Education, Learning, Education.

## 1.0 Introduction:

Saudi Arabia's 2030 vision has had an effect on the art and design discipline. This has led to art and design experiencing unexpected growth and increased public interest in exhibitions. There are various types of exhibitions: commercial exhibitions, educational, cultural exhibitions, museums and art exhibitions. "Art exhibitions act as the catalyst of art and ideas to the public; they represent a way of displaying and contextualizing art that makes it relevant and accessible to audiences" (Cline, 2012). Ahmad et al., (2018) added that exhibitions have been active in shaping knowledge through communication media of their exhibitions to promote learning.

"The value of learning outside of school should be recognized and its benefits harnessed to complement our formal educational programs" (Hauan and Kolstø, 2014). Likewise, the art exhibition is typically a learning experience in itself, even for graphic design students.

As stated by the American Institute of Graphic Arts (AIGA) the traditional role of design has been to improve the visual appearance and function of messages and information. Graphic design is defined by the American Institute of Graphic Arts (AIGA) as "the most ubiquitous of all the arts. It responds to needs at once personal and public, embraces concerns both economic and ergonomic, and is informed by many disciplines, including art and architecture, philosophy and ethics, literature and language, science and politics and performance. Graphic Design is also called Visual Communication or Communication Design which is defined by the International Council of Design (2011) as an intellectual, creative, strategic, managerial, and technical activity. It essentially involves the production of visual solutions to communication problems. Also, Adom (2017) defined graphic design as a branch of visual art that is concerned

with communication with the general public through the use of visual images such as letters, photographs, symbols, colors, and drawings.

On the other hand, visual thinking could be an exceptionally vital tool that can be used to enhance students' learning, inspire collaboration and encourage innovation. As pointed by Brond (2017) students should develop their visual thinking skills. Due to the role of visual thinking in enhancing graphic design students' learning outside the curriculum as mentioned by Pontious (2013), visiting art exhibitions is one of the most important visual experiences. Therefore, the aim of the present research is to study exhibition visits as a learning resource for graphic design students at Jeddah International College.

### 1.1 Aim:

This research aims to investigate the impact of art exhibition visits on the development of the design process of graphic design student's at Jeddah International College.

### 1.2 Objectives:

In order to achieve the research aim, the research objectives are as follows:

To determine the practices of graphic design students in visiting art exhibitions starting with the visit plan through the development of their design process;

To explore the impact of exhibition visits on graphic design education and practice;

## 2.0 Literature review:

### 2.1 Learning in art exhibition visits:

As discussed by Bamberger and Tal (2008), visits to art exhibitions are

considered as a great, enhancing, instructive activity that contributes to the teaching and learning process. Likewise, Jackson, (2008) mentioned that art exhibition visits by the students affect their learning process, and that their experience can be conscious or unconscious and can be achieved by, through and from practical or theoretical application, or a combination of both.

Hughes, (2010) studied exhibition design and noted that it is possible to divide the visitor's methods of engagement into three differing categories-visual, auditory, and kinesthetic. Reading, (2008) discussed the facets of a students' experience that impacted the way that they learned from art exhibitions. These were: student's memory and prior association of exhibitions; students' current intrinsic approach to learning; and the practical and psychological factors influencing students' experience of workings exhibitions. Jackson (2008) proposed that the experience of visiting art exhibitions can also relate to relevant practical or theoretical achievements obtained before, during and after the commencement of exhibition visits, but argued that the experience itself does not necessarily result in learning. It is not sufficient simply to have the experience to learn without reflecting upon this experience, it may quickly be forgotten or its learning potential lost. Accordingly, rather than encouraging the students to participate in a critique, it is suggested to help them to analyze and deconstruct the content of the brief. This allows for creative opportunities and depth of thought and a reasonable reorganization and reorientation, which enables students to gain a new perspective. It is this point that leads to discovery in a deeper sense.

### 2.2 Student's practices (Guidance and documentations) in art exhibition visits

Visiting art exhibitions is a process that motivates and inspires students in learning. As pointed by Hauan and Kolstø (2014) it is a process that could be utilized for guiding students to specific educational goals in

curricular learning. Students visiting the art exhibition might be guided by tutors or unguided depending on the students. Medwell, et al., (2017) indicated that the students who receive minimal guidance and adequate guidance during inquiry from their teacher learned more than students exposed to traditional teaching techniques. Also, Hauan and Kolstø, (2014) discussed the importance of guidance in exhibition visits, proposing that the guidance can lead to increases in interest and that the educational activities should provide both freedom of choice and structure to facilitate both personal motivation and focus on relevant activities, observations, and concepts. Therefore, the guidance that facilitates curiosity and interest are characterized by having clear goals and appropriate rules. However, as mentioned by Reading (2008), some students have little awareness of their personal interests and motivations driving their inquiries; therefore, they rely upon tutors to guide their interpretative processes. Hauan and Kolstø, (2014) added that controlled guided tours to support learning may suppress students' motivation for further exploration. Moreover, there are very few attempts from the students to connect the content to the students' previous knowledge or interests, and very few attempts to challenge them to express their own thoughts. Therefore, as pointed out by Reading, (2008) many students lack the confidence and processes to work effectively with the exhibitions. The students lacking independent learning or self-authoring of their work did not seem to be motivated to arrange visits for themselves. However, they participate in exhibitions visits organized by tutors.

There are several tools and processes that might facilitate the documentation of the learning practices that are going on at the art exhibition. Such as: 1) Visual thinking strategies; 2) Worksheets; 3) Technology; and 4) Drawing.

### 2.2.1 Visual thinking strategies:

Visual thinking is an important modern skill. Medwell, et al., (2017) proposes that these skills are central to the teaching and learning approach

underpinning the exhibition. The expression visual thinking strategies is defined by Medwell, et al., (2017) as the reasonable reflective thinking capability to think clearly and rationally. It is focused on deciding what to believe and do. Visual thinking strategies employ not only logic but also broad intellectual criteria, such as the visual thinking strategies technique that underpins a growing belief that such thinking is associated with the learner's own ability to reflect on his or her learning progress. Visual Thinking Strategies (VTS) was developed by psychologist Abigail Housen and Philip Yenawine. Housen, (2002) mentioned that visual thinking strategies develop students' abilities to notice deeply, think critically and discover the reason with evidence for each work of art through three "deceptively simple" questions:

1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

Applying this proposed question in a tool to be used for recording and documenting during the visit of Art Exhibition might enhance the experience.

**2.2.2 Worksheets:**

The worksheets are sheets generated to help the students to discover the exhibition through activities such as collecting facts, reading and copying text from exhibition labels. As stated by Hauan and Kolstø, (2014) reading labels then recording findings on worksheets with open questions supports a focused yet motivating structure that can facilitate some degree of free-choice exploration yet within boundaries. The design of the worksheets should provide both freedom of exploration and necessary guidance and this should continue to be an area for further research. The worksheets for art exhibitions are designed for several purposes, such as: 1) to stimulate

students to survey the exhibition; 2) to complete tasks; 3) to focus on specific scientific concepts. (Samples of Worksheets – See Appendix 1)

### 2.2.3 Technology:

Considering the use of technology by the students during their art exhibition visits, Hauan and Kolstø, (2014) believed that the use of technology in educational activities is designed to increase students' explorative behavior, and that technology has the potential to increase the time spent on exhibitions, to support students' conceptual learning and to make exhibitions more memorable. Reading, (2008), notes that students usually use photography and text to record the information that interests them. Hauan and Kolstø, (2014) supported taking photographs as the most straightforward use of technology by students during visiting exhibitions. Technology can be used in educational activities designed to increase students' explorative behavior.

### 2.2.4 Drawing:

Drawing is a productive method to document and develop ideas during the use of visual thinking in art exhibitions visits. As stated by Laisney and Pomares, (2014) the use of traditional drawing in the early stages of finding solutions allows students to shape blank solutions to design problems. The use of traditional drawing during the early stages of the design process allows the students to develop more solutions.

### 2.3 Impacts of art exhibitions visits:

Visual process improves the speed, creativity, and efficiency of design. Vision is the most important means of learning and getting to know the world around us. According to Brond, (2017) vision encourages students to use their own imagination, creativity, and style. It also helps give them gain inspiration and teaches them how to develop the design process of their

projects. This was supported by Eckert and Stacey, (2003) who found that very few designers are able to put color schemes together without referring to objects or images in art exhibitions; however, they can recreate this impression in their own design and can use these colors to extend their color palette, if required. Moreover, Harland, (2017) mentioned that regardless of whether students engage in or study design, they should concentrate on the process that supports confidence and creativity in graphic design projects.

## 3.0 Methodology:

The researcher collected the secondary data from a literature review and the primary data using a structural survey with closed-ended questions. The survey consisted of 14 multiple-choice questions with 4 options and open-ended questions. The questions consider the following aspects: 1) planning the visit to art exhibition; 2) learning and experience during art exhibition visits; 3) the impact of art exhibitions visits;

### 3.1 Sample:

The research participants are Graphic design students at Jeddah International College in Jeddah, Saudi Arabia enrolled in 2015 and still present. The total number of Graphic design students at Jeddah International College is 87-25 males and 62 females. All 87 students were approached; however, only 76 students responded.

### 3.2 Data collection:

The survey was developed in Google forms and then distributed online via email and the WhatsApp application with the help of student affairs. Also, the researcher conducted a pre-structured visit in November, 2019 to students' classrooms to explain the purpose of the survey.

## 4.0 Results:

Considering the frequency of graphic design students visits to art exhibitions per year, the results indicated that 40.8٪ of the graphic design

students at Jeddah International College visit art exhibitions once per year and 40.8٪ visit art exhibitions 2 to 3 times per year. While 11.8% visit art exhibitions 4-5 times per year, and 6.6% visit art exhibitions more than 5 times per year, (See figure 1).

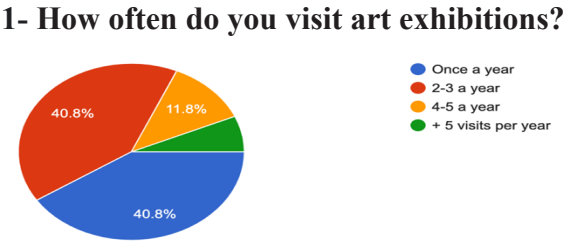



**Figure 1:** Frequency of Students' Visits to Art Exhibitions Per Year

Regarding the motivation for visiting art exhibitions, as shown in figure, 2, 31.6% of Jeddah International College graphic design students visit art exhibitions to expand their knowledge; 26.3% of the graphic design students' visit art exhibitions to enhance their projects. While, 23.7% of the graphic design students' visit art exhibitions to develop their skills, and only 18.4% of graphic design students visit art exhibitions for fun and entertainment.

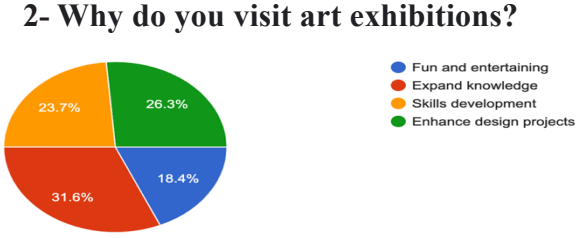



**Figure 2:** The Purpose of Students' Visits to Art Exhibitions

Taking into account the organizer of students' visits to art exhibitions, as shown in figure 3, 51.3% of graphic design students indicated that their teachers organized their visits to art exhibitions, and 32.9% of graphic design students mentioned that they organized their visits to art exhibitions

themselves. On the other hand, 10.5% of graphic design students indicated that their visits to art exhibitions are organized by their friends, and 5.3% of graphic design students indicated their visits to art exhibitions are organized by their parents.

**3- Who organizes your art exhibition visits?**

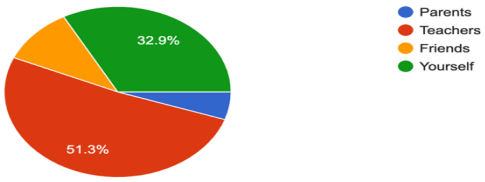



**Figure 3:** The Organizer of Students' Visits to Art Exhibitions

As shown in figure 4, when considering the frequency of the students' organizing of visits to art exhibitions by themselves, the results showed that 40.8% of graphic design students sometimes organize visits to art exhibitions by themselves, 35.5% of graphic design students rarely organize visits to art exhibitions by themselves. While, 21.1% of graphic design students always organize visits to art exhibitions themselves, and 2.6% of graphic design students never organize visits to art exhibitions themselves.

**4- I organize my art exhibition visits by myself…**

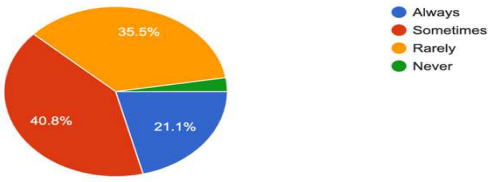



**Figure 4:** Students Organizing Visits to Art Exhibitions

In considering the obstacles facing students in organizing visits to art exhibitions, with a chance to check more than one option, the findings indicated that 43.4% of graphic design students had a lack of information

about ongoing exhibitions, and 40.8% of graphic design students lacked awareness to work independently. While, 25% of graphic design students had a lack of encouragement and 23.7% of graphic design students had a lack of self-confidence, (as shown in figure 5).

**5- What obstacles do you face in organizing your art exhibition visits? (you can check more than one)**

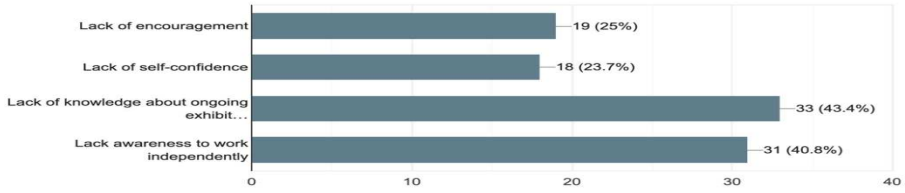



**Figure 5:** Obstacles in Organizing the Visit to Art Exhibitions

Regarding recording information in art exhibition visits, as shown in figure 6, the results showed that 77.6% of graphic design students preferred to take pictures to record interesting information in art exhibition visits, and 18.4% of graphic design students preferred sketching and drawing to record interesting information in art exhibition visits. While, 2.6% of graphic design students preferred voice recording to record interesting information in art exhibition visits, and 1.3% of graphic design students had other ways to record interesting information in art exhibition visits.

**6- How do you prefer to document and record the interesting information?**



**Figure 6:** Recording the Information in Art Exhibitions Visit

As shown in figure 7, 29 out of 76 students had other ways to record interesting information in art exhibition visits; results demonstrated that 27.6% of graphic design students preferred to write notes and reports, and 13.8% of graphic design students preferred to take pictures. While 10.3% of graphic design students preferred to record videos, and 6.9% of graphic design students preferred to record information on the visits through playing games. In addition, 6.9% of graphic design students preferred to rely on what they remembered, 3.4% they preferred to discuss with friends or teachers and 3.4% of graphic design students preferred to use their phones.

**7- Write the other ways you used to document and record the interesting information?**

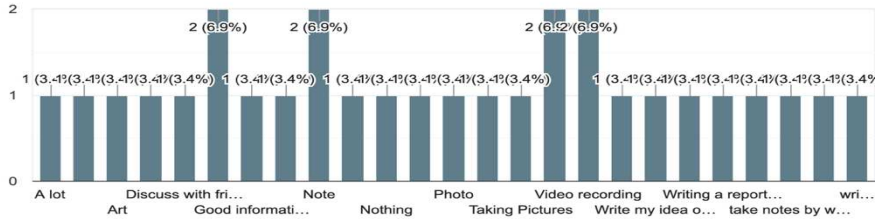



**Figure 7:** Ways to Record the Information in Art Exhibitions Visits

Considering the difficulties in recording information at art exhibition visits, with a chance to check more than one option, as shown figure 8, the findings indicated that 42.5% of graphic design students mixed the information together, and 39.7% of graphic design students used inappropriate recording methods that lead to losing information later on or mixed it up in a way that makes it difficult to refer to it later on. On the other hand, 30.1% of graphic design students had difficulty in referring to the information when needed, and 26% of graphic design students deleted the information accidentally.

**8- What difficulties did you face when recording information? (you can check more than one)**

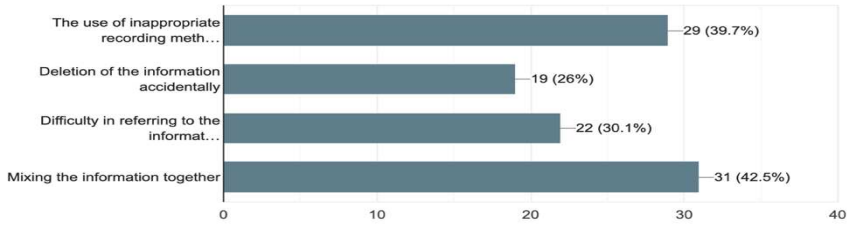



**Figure 8:** Difficulties in Recording Information in Art Exhibitions Visit

Regarding the methods to gain information during art exhibitions visits, as shown in figure 9, 63.5% of graphic design students gained the information during art exhibition visits by random tour relying on whatever caught their eye, and 37.8% of graphic design students gained information by following the guided tour with a tutor. While 25.7% of graphic design students gained the information during art exhibition visits by using a brochure, and only 4.1% of graphic design students gained the information during art exhibition visits by structured tour according to individual research.

**9- How do you gain information during the visit?**

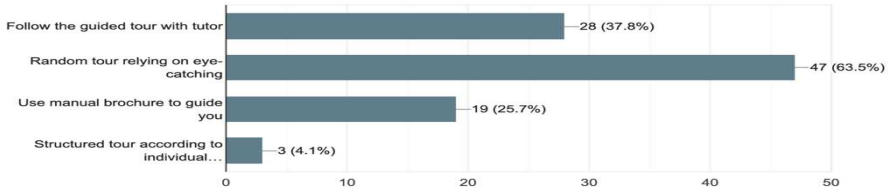



**Figure 9:** Methods to Gain Information During Art Exhibitions Visit

With reference to students' visual thinking skills, as shown in figure 10, results showed that 49.3% of graphic design students always believed that visual thinking skills could help them to gain more information

during visits to art exhibitions, and 41.3% sometimes believed that visual thinking skills could help them to gain more information during visits to art exhibitions. While 6.7% of graphic design students rarely believed that visual thinking skills could help them to gain more information during visits to art exhibitions, 2.7% believed that visual thinking skills could never help students to gain more information during visits to art exhibitions.

**10- Do you believe that the students' visual thinking skills can help them to gain more information during the visit?**

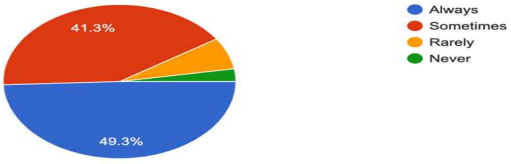



**Figure 10:** Visual Thinking to Gain Information During Art Exhibitions Visit

Regarding the teachers' guidelines during the art exhibition visits, as shown in figure 11, the findings demonstrated that 49.3% of graphic design students believed that teachers' guidelines can help them to gain more information during art exhibition visits, and 41.3% of graphic design students believed that teachers' guidelines could sometimes help them to gain more information during art exhibition visits. While, 8% of graphic design students believed that teachers' guidelines can rarely help them to gain more information during art exhibition visits, and only 1.3% of graphic design students believed that teachers' guidelines can never help them to gain more information during art exhibition visits.

**11- Do you believe that teachers' guidelines can help the students to gain more information during the visit?**

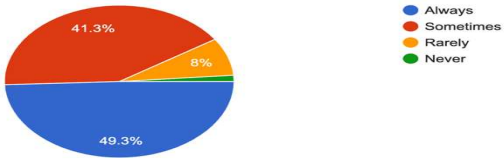



**Figure 11:** Teachers' Guidelines to Gain Information During Art Exhibition Visits

Moreover, exhibition publications can help the students to gain more information during the visit. As shown in figure 12, the results pointed out that 52% of graphic design students believed that exhibition print guidelines can always help the students to gain more information during art exhibition visits, and 36% of graphic design students believed that exhibition prints guidelines could sometimes help them to gain more information during art exhibition visits. While, 9.3% of graphic design students believed that exhibition prints guidelines can rarely help them to gain more information during the visit and 2.7% of graphic design students believed that exhibition prints guidelines can never help the students to gain more information during the visit.

**12- Do you believe that exhibition prints guidelines (manual brochure, map..etc) can help the students to gain more information during the visit?**

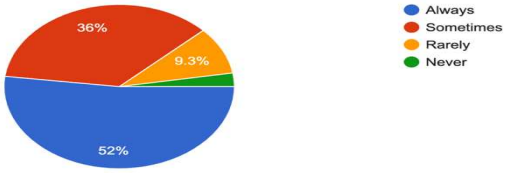



**Figure 12:** Prints Guidelines to Gain Information During Art Exhibition Visits

With reference to planning and pre-structuring art exhibition tour and its impact on students gaining of information during the visit, as shown in figure 12 the results indicated that 50.7% of graphic design students believed that planning and going on a pre-structured tour can help them to gain more information during art exhibition visits, 40% of graphic design students believed that planning and going on a pre-structured tour can sometimes help them to gain more information during art exhibition visits. While, 5.3% of graphic design students believed that planning and going on a pre-structured tour can rarely help them to gain more information during art exhibition visits, and 4% of graphic design students believed that planning and going on a pre-structured tour can never help them to gain more information during art exhibition visits.

**13- Do you believe that planning your visit and going for a pre-structured tour can help the students to gain more information during the visit?**




**Figure 13:** Pre-structured Tour to Gain Information During Art Exhibition Visits

Concerning students' inspiration/ impact of exhibition visit on their work/project figure 14 shows that 66.7% of graphic design students believed that visiting art exhibitions could always inspire them and 25.3% of graphic design students believed that visiting art exhibitions could sometimes inspire them. While, only 1.3% of graphic design students believed that visiting art exhibitions could rarely inspire them and 6.7% of graphic design students believed that visiting art exhibitions could never inspire them.

**14- Do you believe that visiting art exhibitions could inspire graphic design students?**

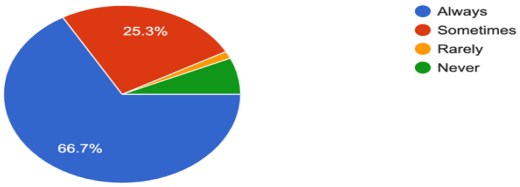



**Figure 14:** Students' Inspiration in Art Exhibition Visits

Moreover, results indicated that students' creativity could be improved by visiting art exhibitions. As shown in figure 15, 66.7% of graphic design students believed that students' creativity could always be improved by visiting art exhibitions, 26.7% of graphic design students believed that students' creativity could sometimes be improved by visiting art exhibitions. While 1.3% of graphic design students believed that students' creativity can rarely be improved by visiting art exhibitions and 5.3% of graphic design students believed that students' creativity can never be improved by visiting art exhibitions.

**15- Do you believe that students' creativity can be improved from visiting art exhibitions?**

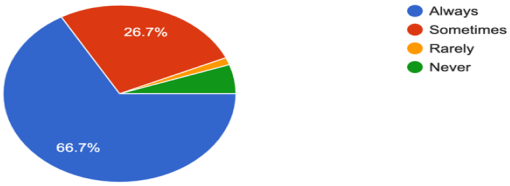



**Figure 15:** Students' Creativity in Art Exhibition Visits

## 5.0 Discussion :

Analysis of the collected data confirms that exhibition visit motivates graphic design students and expands their knowledge, enhances their design skills and abilities to generate practical design solutions. However, the data shows that number of exhibition visits conducted per year is very low (see Figure1). While, the researcher believes that visiting exhibitions frequently plays an important role in promoting students' learning.

The researcher found that majority of exhibition visits are organized by school or instructor. It is rear to see initiatives from students' side. As stated by Reading, (2008) if the students don't have the ability to learn independently, they won't be able to organize their visits by themselves and will rely on visits organized by teachers. This is reflected in the statement, "the students had little awareness of the personal interests and motivations and relied on tutors to guide their interpretative processes" (Reading, 2008). The researcher noticed that majority of the students follow the guided tour along with the instructor or take a random tour relying on whatever catches their eyes.

Also, majority of the students prefer to take picture to collect and document information, Reading's (2008) claim that students usually use photography and text to record the interesting information throughout exhibition visits. Reading (2008) also mentioned that the students have limited capacity to self-author their work and have little awareness of the benefits and skills needed to self-direct their own learning during art exhibition visits. The results lead to a similar conclusion that graphic design students use insufficient recording methods that might mix the exhibition information together making it difficult to refer to the recorded exhibition information later on. This concurs with the researcher's point of view, as she noticed during her visits to art exhibitions that the students depend only on photography to record interesting information.

Understanding the perception of art in exhibitions is the essence of learning. According to Housen, (2002) the development of visual thinking is an effective way to achieve education's goals of reasoning about art. The researcher found that graphic design students believe that visual thinking skills can help them to gain more information during the exhibition visits

Hauan and Kolstø (2014), argue that "worksheets support students' focus and help them to gain an overview of much of the exhibition" Likewise, the present findings suggest that graphic design students believe that exhibition print guidelines and a pre-structured tour can help them to gain more information during art exhibition visits. In contrast, Medwell, et al., (2017), suggests that the students learn more when receiving minimal guidance but adequate guidance from their teacher during their visits.

Additionally, Eckert and Stacey, (2003) indicated that very few designers are able to put color schemes together without referring to objects or images in exhibitions. While, we find that exhibition visits could inspire and enhance graphic design Visual thinking student's creativity and visual thinking to empower students, stimulate collaboration and promote innovation.

## 6.0 Conclusion and Recommendations:

The impact of exhibition visits on graphic design education and students' learning and practice is significant. Integrated activities in the curriculum enhance the students' learning and expand their skills, experience and ability to generate design solutions. Hence, the present research recommends the following:

Improve the collaboration between art exhibitions and educational institutions to promote student learning through art exhibition visits; such as: integrating exhibition visits in the design curriculum and coursework;

Exhibition visits need to be properly planned in advance. To an integrated and productive experience visual thinking, research processes and production process needs to be integrated in the program and taken in consideration in design practice.

Art exhibitions visits should be organized with guidance tools (Worksheets, Integrated technology, etc.) which support independent learning.

Schools should teach visual thinking strategies for students to promote learning independently during art exhibition visits;

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# Appendix 1: Samples of Worksheets

Optional Doodle Area:

Name:_____ Period:_____

Title of Art:_____ Medium:_____ Year:_____

Answer the following questions:

1. What is going on in this picture?

2. What do you see that makes you say that?

3. What more can we find?

Optional Doodle Area:

Name:_____ Period:_____

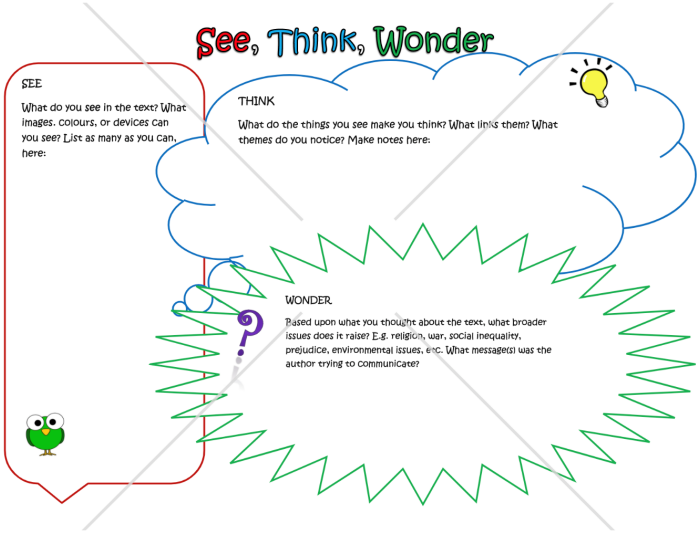
Title of Art:_____ Medium:_____ Year:_____

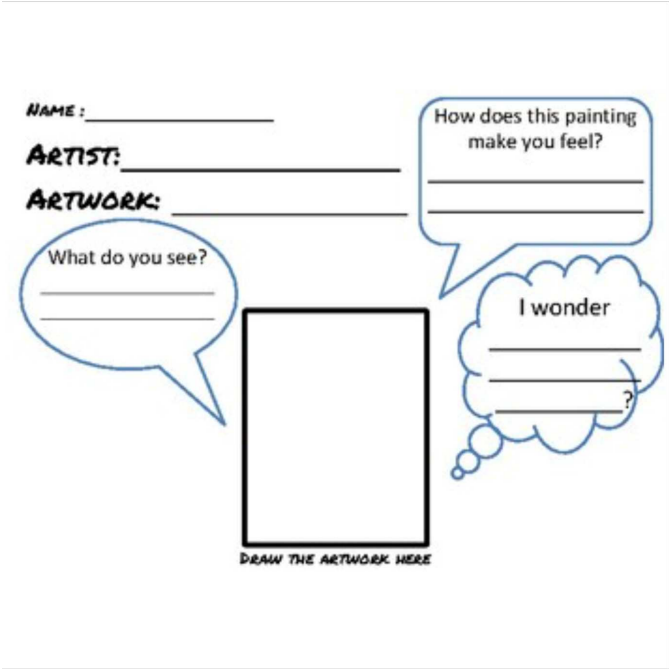
Answer the following questions:

1. What is going on in this picture?

2. What do you see that makes you say that?

3. What more can we find?


See, Think, Wonder
SEE
What do you see in the text? What images, colours, or devices can you see? List as many as you can, here:
THINK
What do the things you see make you think? What links them? What themes do you notice? Make notes here:
WONDER
Based upon what you thought about the text, what broader issues does it raise? E.g. religion, war, social inequality, prejudice, environmental issues, etc. What message(s) was the author trying to communicate?


NAME :
ARTIST:
ARTWORK:
How does this painting make you feel?
What do you see?
I wonder
DRAW THE ARTWORK HERE

# زيارات المعارض الفنية كمصدر تعلم طلاب التصميم الجرافيكي في كلية جدة العالمية

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**ملخص البحث:**

انطلاقاً من رؤية المملكة العربية السعودية 2030 وتعزيزها لتطور مجال الفن والتصاميم في المملكة؛ فقد شهد الفن والتصميم نموًا غير متوقع وكذلك الاهتمام بالمعارض الفنية. وعليه تهدف الدراسة الحالية إلى تعزيز التعلم لدى طلبة تصميم الجرافيك في كلية جدة العالمية من خلال زيارة المعارض الفنية. كما تناقش الدراسة أثر زيارة المعارض الفنية في تطوير مشاريع التصميم الجرافيكي. الدراسة شملت 76 طالباً من أصل 87 طالبًا من طلاب التصميم الجرافيكي الملتحقين بكلية جدة العالمية شاركوا في الاستبانة الإلكترونية. قسمت الاستبانة إلى ثلاثة أجزاء: 1) التخطيط للزيارة الفنية وتنظيمها وتحديد أهدافها 2) الزيارة الفنية وما يرتبط بها من وسائل وإجراءات تعليمية من توثيق وتحليل ومناقشة للأعمال وتحديد كيفية الإفادة منها؛ 3) مرحلة ما بعد الزيارة والتي تركز على تأثير الزيارة على إلهام الطلاب وإبداعهم في تصميماتهم من وجهة نظر الطلاب نفسهم. وقد أظهرت النتائج أن زيارة المعارض الفنية لها تأثير كبير على تطوير مشاريع التصميم الجرافيكي. ومع ذلك، يطبق طالب التصميم الجرافيكي إجراءات محدودة الفعالية أثناء هذه الزيارات. ومن ثم، تقترح الدراسة مجموعة من التوجيهات لطلاب التصميم الجرافيكي لتعزيز تعلم الطلاب خلال زيارات المعارض الفنية.

**الكلمات الدالة:** التصميم الجرافيكي، التفكير البصري، عمليات التصميم، خطوات التصميم، المعارض الفنية، تعليم التصميم.

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