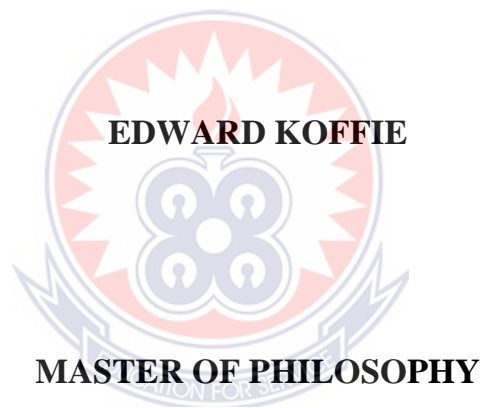


**UNIVERSITY OF EDUCATION, WINNEBA**

**IMPACT OF INDUSTRIAL FIELD TRIP ON GRAPHIC DESIGN  
STUDENTS LEARNING AND PRACTICES**



**2022**

**UNIVERSITY OF EDUCATION, WINNEBA**

**IMPACT OF INDUSTRIAL FIELD TRIP ON GRAPHIC DESIGN STUDENTS  
LEARNING AND PRACTICES**



**EDWARD KOFFIE  
(202150211)**

**A Thesis in the Department of Art Education, School of Creative Arts, submitted  
to the School of Graduate Studies in partial fulfilment**

**of the requirements for the award of the degree of  
Master of Philosophy  
(Art Education)  
in the University of Education, Winneba**

**DECEMBER, 2022**

## DECLARATION

### STUDENT'S DECLARATION

I, Edward Koffie, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE: .....

### SUPERVISOR DECLARATION

I / We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Dr. Joseph Essuman (Principal Supervisor)

Signature: .....

Date: .....

Mr. Emmanuel Owusu (Co-Supervisor)

Signature: .....

Date: .....

## **DEDICATION**

To my mum, Florence Ami Larnyoh for all the sacrifices she made, we are grateful.





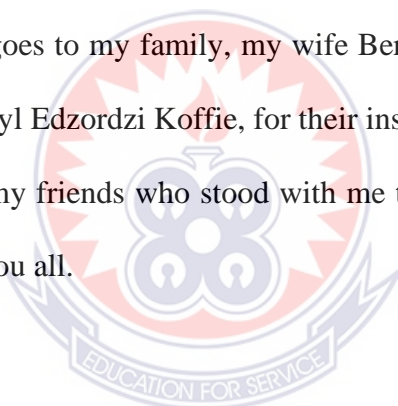
## ACKNOWLEDGEMENTS

I am most grateful to God almighty, the creator and maker of all things for making His divine will to be fulfilled in my life and using me to reach out to people according to His purpose.

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## ABSTRACT

The main aim of the study was to ascertain if field trip take place in Senior High Schools offering Visual Art especially Graphic Design in Abura Asebu Kwamankese District of Central Region in Ghana and to examine how this field trip could be utilized in the teaching and learning of Graphic Design across these schools. The research adopted qualitative research approach and descriptive research design. The researcher collected and analysed data qualitatively, the researcher selected four teachers and sixteen students from all Graphic Design teachers and students in the Abura Asebu Kwamankese district. The sample was obtained using the purposive sampling method and simple random sampling technique. From these respondents, the researcher used two sets of research interview guide questions to gather data from the teachers and students respectively. For data processing and analysis, the researcher used frequencies count and percentage and presented them using tables, thematic analysis was used to analyse the data obtained. The findings of the study revealed that teachers and students have been embarking on field trips in the Senior High Schools across the district as stated by 75% of the teachers and 100% of the students. The findings also revealed that field trip provides educational and career opportunities that cannot be done in the classroom as supported by 62.5 % of students and all the teachers also the use of the field trip give a student idea about possible careers in Graphic Design to consider. The use of virtual reality, animations and models were sometimes use in place of real objects in class. Further, 75% of the teachers and 81.5% of the students indicated that organising field trips is stressful. Finally, the findings brought to light some positive impact of field trip on the development of student interest toward studying Graphic Design. The study revealed that students interest in learning how to observe, understand and critique design and art works has increased as 75% of students and 100% of teachers confessed to the statements, also it was revealed through the study that as a result of engaging in field trip, students interest in computer related designs increased greatly as confirmed by both students and teachers. It has been recommended that appropriate procedures are adopted for students and teachers in order to facilitate the organisation of field trips successfully

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background to the Study**

As a young student from Aflao, a suburb town in the southern part of Volta Region of Ghana, growing up and schooling in the same community, I had always looked forward to the annual school trips to various places in the country which was usually called excursion. My favourite trips were to Kwame Nkrumah Mausoleum, Cape Coast Castle, Kakum National Park, Wli Water Falls and Mountain Afadja. These trips provided us the opportunity to move from Aflao and travel to other towns and cities. The enthusiasm derived from such trips remains part of our student's life till now.

One of the key Visual Arts subjects study in the Senior High Schools is Graphic Design. Graphic Design is a component of Visual Arts subject taught in senior high schools, and it embraces all artistic activities that result in the creation of two-dimensional and three-dimensional forms for Visual communication in Ghana. A country can achieve its cultural significance through production in the Visual Arts and Graphic Design products. Graphic Design as an aspect of visual arts has an impact on the country and society as whole. Graphic Design impact is presently felt on education, health and communication and, in fact, on the total life and lifestyle of societies.

Graphic Design has been seen as a fusion of technology and advances in art, consequently, it has made a positive impact on the economic development of nations and improved the quality of life in most parts of the world. To this end, it is important to help young students to develop their skills and capabilities in Graphic Design not only to contribute to the development and significance of art and technology but also



industry, commerce, economics, social problem solving and indeed, our proud history as a nation.

Graphic Design has in its curriculum the requirement that teachers and school authorities organise educational trips to practitioners, industries and enterprises for relevant information gathering by students and teachers as a whole.

The purpose of education is to develop knowledge, skill or character of students. Thus, education is the process of learning and knowing, which is not restricted to school or textbooks but open to experiences and exposure that one goes through. Education is important for an individual life; it is a major aspect of development of any modern society. The value of education is evident at every stage of education whether at primary, secondary or higher education.

Graphic Design as a subject covers the history, principles and practices as a vocation. The scope of Graphic Design has been designed in such a way as to provide an adequate foundation for students who will pursue further education in Graphic Design, also the subject offers enough knowledge and skills to students terminating their education at the end of Senior High School who would like to practise Graphic Design as entrepreneurs.

Student exposure to real life industries is important in Graphic Design curriculum as one aspect of active learning. Student learning should go beyond academics, where they can develop insights, critical minds and obtain practical knowledge as well as theoretical applications. The expected outcome of these activities is that student engagement in learning can be improved by outside of the classroom activities. According to Barnett and Coate (2005), instead of just objectifying the knowledge, students might become more interested and engaged if the knowledge and concepts are made to be more real. It has been found out that having an experience,

being a part of something one can see, touch, hold and smell creates a much deeper learning than can be obtained from just reading out of a textbook. Students who directly participate during a field trip develop a more positive attitude about the subject.

There are different methods of teaching that incorporate practical experiences and real-world applications into the curricula to prepare students for the technical challenges they might face in workplace (Frempong, 2005), project-based and industry visitation form part of those approaches or methods of teaching and learning that make such objectives in the curricular effective.

The method adopted by teachers to communicate ideas to students can affect their interest and performance in the subject being taught, among the methods recommended for teaching Graphic Design is field trip. Unfortunately, some art teachers who teach Graphic Design scarcely adopt it in teaching. Field trip method of teaching is an educational visit, a journey made by a group of people, often students, to study something in its natural environment. It is an excursion taken to the actual location being taught for the purpose of making relevant observations and also for obtaining some specific information about a particular population or phenomenon and experience which ordinarily are not available within the conventional classroom or studio. During an art excursion, students are encouraged to observe, learn techniques and styles of rendering, collect materials, take photographs of relevant works/scenes, ask and answer questions on the spot and appreciate works of art, thus, increasing and improving their ability to perceive, analyse and critique art works. The use of field trips enables students to become creative, learn to observe things better and enhance their listening skills. Similarly, field trips offer students' opportunity of seeing the real situation of things they were taught in class thus making topics or concepts more vivid and retention better. Furthermore, there are assertions that field trips promote intrinsic

rather than extrinsic motivation in students. This implies that students who participate in field trips receive a satisfying intellectual thrill or self-satisfying record. The purpose of education is to develop the knowledge, skill or character of student. Thus, education is the process of learning and knowing, which is not restricted to school or textbooks. It is then prudent to accept the fact that if field trip is applied in teaching of Graphic Design and arts in secondary schools, it will positively influence students interest toward studying the course.

### **1.1 Statement of the Problem**

The traditional approach of learning by students in the Senior High schools by the use of textbooks seems not to be totally effective in the Graphic Design classroom. This is because the classroom environment does not promote sufficient engagement with the content and practices. Due to this, there is therefore the need to look outside the classroom for other resources that can complement the theoretical nature of the curriculum effectively. It is crucial to incorporate methods that involve practical experiences and real world applications into the curricula while maintaining excitement of student's engagement and to prepare them for the technical challenges they might face in the workplace.

The importance of field trip in most senior high schools in the central region of Ghana enable teachers to use the local community as a source of learning resource outside the classroom. The environment can ensure both teachers and students involvement in the teaching and learning process and in building understanding of what goes on the classroom.

Field trip as a vital part of Graphic Design courses will help to bridge the gap between classroom and the real world of work and helps students to benefit from learning about real life situations. One of the important objectives of Graphic Design courses is that it

is designed to prepare graduates to quickly become productive upon entering the workforce. Therefore, industrial visit or field trip makes students understand the subject to its core and its deepen practical experiences in real field situations.

Much has been investigated and documented on the knowledge gain and learning that occurred during field trips in other science and engineering courses (Hudak, Kisiel, Mawdsley, Michie, Nadelson & Jordan, 1997; Scribner-MacLean & Kennedy, as cited in Behrendt & Franklin 2014) but studies on use of field trip in the Senior High Schools remains minimal, some research exist on constructive teaching approaches in teaching Graphic Design in Senior High Schools but few studies have been conducted on field trips embarked by Graphic Design students in the Senior High Schools in the A.A.K District. To what extent do the knowledge and experiences gained during industry field trip improves on students' studies and the challenges that prevent Graphic Design teachers from organising this educational field trip.

## **1.2 Objectives of the Study**

The study seeks to:

1. Examine teaching and learning methods that effectively complement the theoretical aspect of Graphic Design curricula.
2. Find out how knowledge and experiences gained during an educational field trip improves on a student's academic performance.
3. Identify and discuss challenges that prevent Graphic Design teachers from organizing field trips in Abura Asebu Kwamankese District.
4. Identify and discuss how field trip impact on the learning and practices of Graphic Design students.

### **1.3 Research Questions**

The following questions are set to guide achieve the research specific objectives.

1. What methods of teaching and learning can effectively complement the theoretical aspect of Graphic Design curricula?
2. How do the knowledge and experiences gained during educational field trips improve on students' academic performance?
3. What are the challenges that prevent Graphic Design teachers from organizing field trips in Abura Asebu Kwamankese District?
4. How does field trip impact on students who are learning and practising Graphic Design in Senior High Schools within Abura Asebu Kwamankese District?

### **1.4 Purpose of the Study**

The purpose of the study was to examine and find out the impact of field trips on Graphic design students' academic performance and it is utilized in the teaching of Graphic Design by teachers in Abura Asebu Kwamankese District in the Central Region of Ghana.

### **1.5 Significance of the Study**

There is lack of studies in the field of Graphic Design to ascertain whether Graphic Design students at the senior high school's level have been embarking on industrial field trip or not, and how this affects their creative thinking, learning and practices. This encouraged the researcher to conduct this study. The results of this study is essential to Graphic Design teachers within the selected Senior High Schools on the impact of field trip on the academics of their students within the district. The study

provides teachers with effective teaching and learning strategies that can effectively complement the theoretical aspect of Graphic Design curricula.

This study also seeks to lay bare some of the benefits or positive impacts that Graphic Design students tend to enjoy when they embark on field trip, Field trips provide real learning experience to students as it provides them with the opportunities to put what they learn through other method of teaching into practice. Field trips activities can also give students the opportunities to see the world. (Its cultures, diversities and realities) for themselves, Graphic Design student engaging in field trips get the opportunities to gather real industrial experience and information. Also Graphic Design students going out and studying in groups during field trips develop and improve their interpersonal relationship as they learn to live and work with others, supporting each other during group learning activities. Field trips enhance Graphic Design student's memory as the students have been found to remember what they learn in the trips for many years.

Finally, the researcher predicts that this study will lead to further studies designed to develop different strategies involved in teaching Graphic Design.

### **1.6 Scope**

Data from the Ghana Education Service (GES) indicated that there are myriad of senior high schools across the length and breadth of the sixteen regions of Ghana. These senior high schools offer so many programmes such as General Science, Technical, Agricultural science, General Arts, Home Economics, Business and Visual Arts. This research focuses only on senior high schools that have visual arts students offering Graphic Design as their elective within the Abura Asebu Kwamankese District in the

Central Region of Ghana. It also focuses on students learning outcome industrial field trips.

### **1.7 Definition of Terms Used**

**Behaviour** the way in which an animal or person responds to a situation or stimulus

**Curricula** the subjects comprising a course of study in a school or college.

**Design** a plan or drawing produced to show the look and function or workings of something before it is built or made or the art or action of conceiving of and producing such a plan or drawing.

**Excursion** a short journey or trip, especially one taken for leisure.

**Experience** practical contact with and observation of facts or events, knowledge or skill acquired over time or an event or occurrence which leaves an impression on one.

**Fieldtrip** an occasion when students go somewhere to learn about a particular subject especially one connected with nature science or industry.

**Graphic** of or relating to visual art, especially involving drawing, engraving, or lettering.

**Industry** economic activity concerned with the processing of raw materials and manufacture of goods in factories, or a particular branch of economic or commercial activity.

**Learning** knowledge or skills acquired through experience or study or by being taught.

**Participant** someone who is taking part in an activity or event like field trip

**Skill** an ability to do something well, especially because you learned and practised it.

Student	a person studying at a university or other place of higher education, or a school pupil.
Theory	a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained. an idea accounting for or justifying something

### **1.8 Abbreviations and Acronyms Used**

AAK	Abura Asebu Kwamankese
AC	Abstract conceptualization
AE	Active experimentation
CE	Concrete experience
EBLS	Experience based learning system
GES	Ghana Education Service
GKA	General Knowledge in Art
RE	Reflective observation
SHS	Senior High School
UBD	Understanding by design

### **1.9 Organisation of the Rest of the Text**

The rest of the study is structured into four chapters: Chapter 2 describes learning and teaching theory that are student centred and enhance student active participation and interest in the teaching and learning, proponent of experiential learning theory and the four phases of Kolb's learning cycle, learning as a process of active engagement: history and people involvement, description of industrial field trip and its importance, kinds of industrial field trip, phases of industrial field trip. It also discusses the factors affecting the success or failure of organizing an industrial field trip



in SHS. Chapter 3 provides the perspectives of methodology and research design of the study, the strategies adopted in the study are fully discussed in this chapter. The strategies included such as structured and semi structured interview, purposive sampling and qualitative content analysis will be used for analysing the data. Chapter 4 presents the analysis and discusses the result of the study and Chapter 5 presents a summary of the study, finding, conclusions and recommendation.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Overview**

In this chapter, the research questions outlined at the beginning of this study were reviewed from scholarly material. This study seeks to identify the impact of industrial field trip on Graphic Design students' learning and practices. This study also provides the review of works done by authors and other researchers that relate to the topic under the study and theories that support the inclusion of field trip activities in student learning.

Student exposure to real life industrial practice is important in Graphic Design curriculum as one aspect of active learning. Student learning should go beyond academics, where they can develop insights, critical minds and obtain practical knowledge as well as theoretical applications. The expected outcome of these activities is that student engagement in learning can be improved by outside of the classroom activities. According to Barnett and Coate (2005), instead of just objectifying the knowledge, students might become more interested and engaged if the knowledge and concepts are made to be more real. It has been found out that having an experience or being a part of something one can see, touch, hold and smell creates a much deeper learning than can be obtained from just reading out of a textbook. Students who directly participate during a field trip experience or generate a more positive attitude about the subject. Industrial visit is therefore a vital part of Graphic Design course that helps to bridge the gap between classroom and the real field world.

## 2.1 Industrial Field Trip

Schools and teachers in many cases have relied almost exclusively on the use of written texts and the verbal presentation of material. Such reliance on these techniques has often resulted in students memorizing what the teacher assigned without really comprehending the meaning of the content. The use of field trips is not limited to the field of science, engineering or social science courses like geography classes but practical arts course like Graphic Design can employ field trips as a means of providing concrete experiences relating to the classroom topics and in teaching processes. Graphic Design, which is a component of Visual Arts embraces all artistic activities that result in the creation of two-dimensional and three-dimensional forms for Visual communication in Ghana and has in its curriculum the requirement of teachers and school authorities organising educational trips to practitioners and enterprises for relevant information.

A lot of renowned educationists have written a lot on field trips, Kisiel (2006) described field trips as the most common learning experiences that take place out of the classroom. Leaving the comfort classroom and seeking out of the classroom experience with students that the teacher cannot afford to provide in the classroom. A field trip, which may also be termed as an instructional trip, school excursion, or school journey (Behrendt & Franklin, 2014), is a kind of trip defined by Krepel and Duvall (1981) to be a school, class, department or faculty trip with an educational intent, in which students interact with the settings, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. Tal and Morag (2009) further explained that apart from the experiences student gained outside the classroom, field trip also incorporate interactive locations designed for educational purposes, thus Field trips take students to locations that are unique and cannot be duplicated in the classroom

settings by providing them with interactive environment that help students to play with concepts, activities often not possible in the classroom. One example of a field trip is going to a facility and touring the facility in person. Field trips often focus on activities that cannot be conducted in the classroom (Kisiel, 2006). Industry visits allow students to view and understand the work environment (Patil et al., 2012). Students get the opportunity to observe workers while on the tour, allowing them to see what skills are used and can be applied in the workplace as well as new technologies in the industry (Townsend & Urbanic, 2013). Usually, students returning from their first tour have increased motivation to learn topics covered in class (Patil et al., 2012). Sivan, Wong-Leung, Woon, and Kember (2000) found that students were able to make direct contact with business managers to understand real-world situations.

Technological advancements now allow for virtual field trips to replace actual field trips as in-class learning experiences and especially in this season where touring and large social gathering have come under attack due to upsurge of Coronavirus and its related variants but the impact of such technologies could not match the impact of real or in person field trip especially in industrial field trip.

Sorrentino and Bell (1970) proposed that field trip can be defined as any journey taken under the auspices of the school for educational purposes. There is an involvement of students visiting places that should enhance their own work, learning, experience and understanding. It can therefore be concluded that, in industrial field trips involving Graphic Design students, the students leave their classroom or their usual learning environment and taken to another location or environment for a day or designated period of time. These field trips enable the students to witness a real life location and view their topic/subject of learning in the classroom within the everyday

context and these visits enable Graphic Design students to gain knowledge and perhaps a different perspective on their topic.

According to Behrendt and Franklin (2014), field trips planning may have five purposes:

- To gain first-hand experience in a practical course,
- To stimulate interest and motivation in a particular field,
- To add relevance to learning and interrelationships,
- To strengthen observation and perception skills among student, and
- To promote personal socialisation and development (Michie, 1998).

Graphic Design industrial field trips offer a lot of meaningful, educative and endless opportunities to students, some of these opportunities according to Wilson (2011) are summarised as follows:

- Field trips provide real learning experience to students as it provides them with the opportunities to put what they learn through other methods of teaching into practice.
- Field trips activities give students the opportunities to see the world (Its cultures, diversities and realities) for themselves.
- Graphic Design students engaging in field trips gives them the opportunities to gather real industrial experience and information.
- As Graphic Design students go out and study in groups during field trips, their interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities.
- Field trips enhance Graphic Design student's memory as the students have been found to remember what they learn in the trips for many years.

- A field trip with a single focus will provide a potential impact to students' cognitive skills, knowledge, interests, and future career (Hutson, Cooper, & Talbert, 2011). This may be particularly true or helpful for students who are academically challenged or described as 'at risk' due to low performance on high-stakes tests or performance in the classroom. Field trips offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning.

Field trips enable Graphic Design students to sharpen their observational and perception skills by making use of all their senses (Nabors et al., 2009). Graphic Design students develop a positive attitude for learning, motivating them to develop connections between the theoretical concepts taught in the classroom and what has been experienced (Falk, Martin, & Balling, 1978; Hudak, 2003).

Again, outdoor field trips provide an opportunity for Graphic Design students to develop an increase in perception, a greater vocabulary, and an increase in interest in outdoors activities (Hoisington, Savleski, & DeCosta, 2010).

Graphic Design students tend to develop interest in their various subjects and this stimulates their curiosity, empowering them to ask questions, discuss observations, consider past experiences, or simply ponder on what they experience on the field trip, the venue is not the only location that affects students, they also gain knowledge and understanding about their neighbourhoods and communities as they travel from the school to the field trip venue (Nabors et al., 2009).

Industrial field trip approach at the senior high school can create a platform for social learning amongst students. Field trips can also provide an opportunity to involve students, parents and the teachers in the instructional program in the school, thus when

parent permissions and approval are sought for before the field trip. Students are involved in selecting the place to be visited, they formulate questions to ask during and after the trip, they write reports on the trip and their observation and also thank you letters after the trip, or evaluating the experiences.

Parent involvement surfaces since parents must give their approval, a letter from the school or the visual art department sent home with the permission form explaining purpose of the trip is a good way to arouse their curiosity, interest and encourage them to ask the student or teacher about the trip. Calls from parents to school authorities or teachers to confirm the authenticity of such permission letters increase cordial friendship among parents and teachers. The parent also gives advice or guides to their children in order to make sure that they are safe. This role allows the parents and teachers to come together in ensuring the safety of the children.

### **2.1.1 Kinds of Industrial Field Trip**

According to (Rennie, 2007), Field trips can be categorised into three kinds, namely Formal, Informal and Non-school related informal field trips.

1. Formal field trips consist of planned, well-orchestrated experiences where students follow a documented format. Government agencies, museums, and businesses offer excellent formal experiential learning activities and programs, which are usually run by the venue's staff. One student's experience is essentially the same as any other student's experience. Teachers find such programs comfortable because the students are bound to a choreographed agenda. However, there are minimal opportunities for students to personally interact and connect to the experience (Rennie, 2007).

2. Informal field trips are less structured and offer students some control and choice concerning their activities or environment. When observing students interacting in an informal education setting such as a science centre or field station, teachers are often amazed by how much students know and which students possess the most knowledge (Rennie, 2007). Informal education is a legitimate cognitive learning model. “Informal science experiences - in school-based field trips, student projects, community-based science youth programs, casual visits to informal learning settings, and press and electronic media can be effectively used to advance science learning” (Hofstein & Rosenfeld, 1996) and the same can be apply in Graphic Design trip. Students feel at ease in an informal learning environment. The focus may be individualized, activities are not competitive or assessed, interaction is voluntary and unforced, and social interaction is encouraged. Together, these qualities create an intrinsically motivated student (Rennie, 2007) that encourages students to examine their connection to the local and national communities, as well as their connection to the local and global ecosystems (Krepel & Durrall, 1981).
3. Non-school related informal field trips such as family activities, also contribute significantly to children’s science and artistic knowledge (Rennie & McClafferty, 1995), although science knowledge and interest acquired at home may be compromised if the majority of experience occurs through the media such as television and the Internet, in which the children may have difficulty determining reality from entertainment.

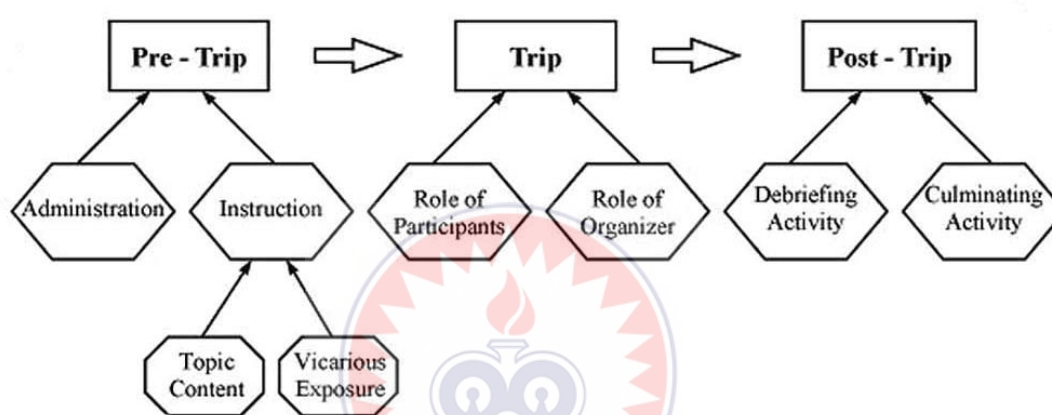


## 2.1.2 Phases of Industrial Field Trip

According to Myers and Jones (2015), industrial field trip consists of three distinct phases; the pre-field trip preparation, the field trip itself and finally the post field trip discussion.

**Figure 1**

*Field Trip Planning Model*



Source (Myers & Jones 2015).

### 2.1.2.1 Pre-Field Trip Phase

The pre-trip stage of a field trip involves two major components: administration and instruction. The administration component involves all of the steps taken by the field trip organizer and in this case refers to the teachers in the Senior High Schools whose duty it is to arrange the logistics of the field trip. Steps include securing permission from appropriate administration in the school, organizing transportation to and from the field trip location, contacting the field trip location or the industry to be visited to verify the schedule and activities, and obtaining signed permission slips from parents/guardians of students attending the field trip, writing and receiving permission

from the district or municipal education directorate and in some cases the regional education directorate.

The other component of the pre-field stage consists of an instruction component which is critical in preparing students for the experience. Some students, often have high levels of anxiety when going on a field trip. Anxiety levels can be high for students taking part in the field trips especially to new and unfamiliar settings. When individuals experience high levels of anxiety, learning cannot take place. To minimize anxiety, field trip organizers need to make students feel comfortable and safe at the location of the field trip just as they would in a typical classroom.

One method of accomplishing this goal is to provide students with vicarious exposure to the field trip site as part of pre-trip instruction. Vicarious exposure could involve the field trip organizer showing participants photographs, drawings, or a videotape of the site to be visited. This can occur at a meeting prior to the field trip or materials may be sent to participants prior to the event. Another option would be to post important field trip information on the internet so that participants can visit a website prior to the experience. Items such as the location of restrooms and basic features of the site should be identified.

As part of instruction, field trip organizers should also review safety and behaviour rules and expectations with students. These items should also be included in permission slip letters to parents/guardians of student's participants.

To increase the educational effectiveness of field trips, pre-trip instruction should also focus on the content topics and concepts that students will be investigating during the field trip. It is important for field trip organizers to give students verbal clues regarding what to look for during their activities. Pre-trip instruction makes it easier for students to focus on the educational goals of the trip. As part of pre-trip lessons, organizers

should demonstrate the use of any equipment and explain in detail any activities that will be occurring during the field trip. Specific roles of each group member during activities (such as observer, recorder, graphic artist) should also be explained in advance.

#### **2.1.2.2 Field Trip Phase**

The second stage of a successful field trip is the trip itself. Two components should be addressed during this stage: the role of the students and the role of the organizer. The role of the teacher is accomplished by establishing a field trip agenda and sharing this agenda and field trip objectives with the students. A suggested agenda for a field trip starts with a brief amount of free time for students to explore the field trip site on their own. This open exploration may not be appropriate in all locations. For example, students could not roam freely inside an equipment manufacturing plant. They could however, have free time to view items in the visitor area or lobby prior to the guided tour. This exploration time allows students to get comfortable with their surroundings. Once the basic curiosity of the facility is satisfied, learners are better able to focus their attention on the content topics to be learned.

The second phase on the agenda is often a whole-group guided tour. During the tour, the teacher or tour leader can point out specific items that relate to the educational goals of the trip. This also provides an opportunity for students to ask any questions they may have developed during their exploration time. The third phase of a suggested field trip agenda is a small group learning activity. Working in pre-assigned groups of 2–3, students can complete an activity such as a short worksheet or scavenger hunt. The worksheet should be designed in a manner that is challenging to learners yet not

frustrating. The worksheet should clearly relate to the educational goals of the field trip.

The role of the teacher is also an important consideration during the trip stage. Although monitoring and management of the experience is important, monitoring students' learning is also a major teacher responsibility. Throughout the field trip, the teachers should be actively engaged in teaching activities. However, on field trips the teacher should utilize different teaching approaches than those used in traditional classroom settings. Teachers should interact with students to help answer questions they might have. Teachers should also initiate discussion with small groups of students by asking them questions. During field trips, teachers should function more as facilitators or guides rather than directors. By playing an active rather than a passive role during the field trip, teachers can increase student interest and learning.

### **2.1.2.3 Post Field Trip Phase**

The third and final stage of a successful field trip is the post-trip stage. Like the stages before it, this stage also contains two components: debriefing and a culminating activity. During the debriefing session, students should be encouraged to share and discuss their experiences during the field trip. This could include sharing and discussing data or results of assigned small group activities as well as sharing feelings about specific aspects of the trip or overall impressions. students should also be given an opportunity to identify and discuss problems encountered during the field trip.

The second component of the post-trip stage is a culminating activity. This activity should give students an opportunity to apply the content knowledge they gained during the field trip. Culminating activities should help learners tie together content they covered in regular educational program sessions and content learned during the

field trip. They can be whole group or small group experiences. Both the debriefing and culminating activity should occur as soon after the trip as possible.

## **2.2 Theories of Learning and Teaching Graphic Design**

Papert (1993) an educational psychologist opined that learning should involve the use of visualization techniques. In his developmental theory of learning, he explained that any teaching environment that support the use of visual delivery system that is capable of supporting learner interactivity while at the same time facilitating interconnectivity of images and symbols has the potential to become an extremely powerful educational tool because of the symbolic and connotative aspects of semantic learning. (Bourne, Dominowski, Loftus & Healy, 1986). Graphic Design classrooms are more or less an environment that do not only support histories, theories and philosophies but rather incorporate interactivity, demonstration and the use of visual element in supporting ideas. During bookbinding lessons in Graphic Design class, visual materials like binder's cloth, hard card, news prints, glue, bodkin and thread are some of the physical materials that support and enhance understanding of such a particular topic and allowing students to observe the binding method will increase their understanding.

Blair, Jones and Simpson (1975) defined learning as any change in behaviour which is as a result of experience, and which causes people to face later situations differently. When student later observe the book binding lesson, giving them the opportunity to practice what they have observe will sharpen their understanding of the topic and enable them to acquire the binding skill which can be useful in their world of work

Learning is a complex phenomenon influenced by academic ability, learning style, learning environment, content, delivery method and attitude towards the course content and the instructional strategy (Billings & Cobb, 1992). The teacher's challenge is in the application of the appropriate learning process to bring about the desired change in the student. We can learn through any of our five senses, but in a Graphic Design classroom, the three most valuable are vision, hearing and touch (Bransford, Brown & Cocking, 1999). Theorists and practitioners claim that learners have a preference for one learning style over another. Visual learners learn best by watching, while auditory learners learn best by listening to verbal instruction and kinesthetic learners learn best by manipulation or touching objects. Because of the demands of the profession, teachers often resort to the instructional style that requires the least time and preparation, namely lecture and discussion. Although these may be valuable approaches to teaching and learning, they fail to take advantage of other modalities and disenfranchise students whose primary modality is visual or kinesthetic (Bransford et al, 1999) especially in the learning of practical subjects like Graphic Design. According to the old Confucius' as cited by Ajeyalemi (2011) I hear and I forget, I see and I remember, I do and I understand, this perfectly match what happens in Graphic Design classroom where student during instructional period pay attention and listen to the instructor, they are also given opportunity to observe practical lessons while the teacher demonstrates, they later practice what they observe by producing physical objects during practical sessions. This implies that when students are exposed to learning by seeing and doing during instruction lessons they understand the learning task faster and apply it in the world of work.

One of the goals of Graphic Design education is to produce independent learners capable of managing their own learning environments; learner productivity improves

with independence (Stein, 1975). Demonstration and industrial experiences through field trips have always been considered essentials for the reinforcement and understanding of Graphic Design concepts. Visualization of processes, occurrences, production and experiences through such techniques as demonstrations, simulations, models, real-time graphs and video is an important component of learning Graphic Design, and these techniques can contribute to students' understanding of design concepts by attaching mental images to these concepts.

According to Honey and Moeller (1996), laboratory experiences provide students with the important experience of meeting nature as it is rather than in idealized form and with the opportunity to develop their skills in scientific investigation and inquiry. Similarly, industrial experiences that utilize hands-on inquiry have been considered one of the most effective methods for learning Graphic Design and developing the higher order thinking skills necessary to do arts. This reveals that students with such exposure and experiences generally had better attitudes towards learning arts and design courses with better higher level of intellectual skills such as critical and analytical thinking, problem solving, creativity and process skills, as well as a better understanding of scientific and artistic concepts when compared with students in courses that do not utilize hands-on inquiry. It can also be argued that industrial experiences that utilize various forms of visualization techniques and experiences would provide excellent opportunities for students not only to develop the understanding and reinforcement of design concepts, but also to develop scientific investigation and inquiry skills at the same time. Incorporating visualization techniques and experiences into the study of Graphic Design would provide an excellent opportunity for students to become involved in the active process of learning Graphic Design.



Researchers (Koranteng, Ismaila, Adom, & Tetteh, 2020) investigated the effectiveness of the teaching strategies used for teaching Graphic Design in selected Senior High Schools in Ghana. Their study found that demonstration, discussion, brainstorming, project based, lecture, observation, and cooperative teaching strategies were used in the teaching of Graphic Design in the selected senior high schools. Out of these teaching strategies, the student-centred teaching strategies namely demonstration, discussion, brainstorming, observation, cooperative and project-based methods proved effective in the teaching of Graphic Design as they enhanced students' active participation and interest in the teaching and learning activities. Also, these teaching strategies assisted the students in engaging in hands-on activities enabling them to acquire practical skills in producing products in Graphic Design. Industrial field trip will be a befitting avenue where student can relate the hands-on activities and practical skills in producing products in Graphic Design and know what really happen in the world of work, by so doing, the students will value and cherish every practical skill they have acquired in the classroom, this will also impact how they feel about themselves being visual art students.

### **2.3 Experiential Learning**

David Kolb born in 1939 is an American, organizational sociologist and educational theorist, is best known for his research into experiential learning and learning styles. Kolb received his Bachelor of Arts from Knox College in 1961, his Master of Arts from Harvard in 1964 and his Ph.D. in sociology from Harvard University in 1967. His research has its roots in the works of John Dewey, Kurt Lewin and Jean Piaget and the more recent work of Jack Mezirow, Paulo Freire and other theorists, focusing on how humans process experience. As part of that tradition, he stated that experiential learning is a process where knowledge results from making meaning as a result of direct

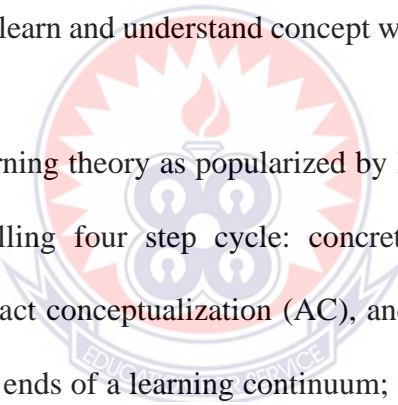


experience, i.e., or simply learning from experience or an engagement with learning materials. His experiential learning theory is a holistic or meta-view of learning that is a combination of experience, perception, cognition, and behaviour. To explore and continue research on the experiential learning theory, Kolb, along with his wife Alice Kolb, founded Experience Based Learning Systems (EBLS) in 1981.

Experiential learning is a cyclical process that capitalizes on the participants' experiences for acquisition of knowledge thus making the learning process not a step or finite. This process involves setting goals, thinking, planning, experimentation, reflection, observation, and review. By engaging in these activities, learners construct meaning in a way unique to themselves, incorporating the cognitive, emotional, and physical aspects of learning. "Tell me, and I will forget, show me, and I may remember, involve me, and I will understand." (Confucius Circa 450 BC). Experiential Learning Theory provides a holistic model of the learning process and a multi-linear model of adult development (Baker, Jensen, & Kolb, 2002,). In other words, this is an inclusive model of adult learning that intends to explain the complexities of and differences between adult learners within a single framework. The focus of this theory is experience, which serves as the main driving force in learning of Graphic Design, as knowledge is constructed through the transformative reflection on one's experience (Baker, Jensen, & Kolb, 2002).

Understanding experiential learning when discussing field trips is very important. According to Kolb (1983), Learning consists of grasping an experience and then transforming it into an application or result. Experiential learning is original, first-hand, sensory-based learning that involves activities such as exploring, touching, listening to, watching, moving things, disassembling and reassembling. Experiential learning is an approach that allows learners to create knowledge through the cycle of

transforming lived experience into current patterns of thinking (Kolb, 1984). Also, the Association for Experiential Education defined experiential learning as a methodology in which educators' direct students to a specific experience, and then guide the students through reflection to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities" (Association for Experiential Education, 2012,). Learning cycle in experiential learning requires the learner to have an experience and then reflect, analyse, and test the idea to develop knowledge and to create another experience. Teachers often use this learning format in the formal classroom through giving out practical and project base assignments but taking Graphic Design students to visit industries and graphic related companies will create the best opportunity for them to learn and understand concept while experimenting on the field.



Experiential learning theory as popularized by Kolb, he described experiential learning using a spiralling four step cycle: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). CE and AC are the two ends of a learning continuum; CE is the ability to be involved in new experiences and make observations without bias, and AC is the ability to “create concepts that integrate observations into logically sound theories” (Kolb, 1984, p. 30). RO and AE are also polar opposites on a continuum; RO is the ability to observe and reflect on experiences from different perspectives, and AE involves using knowledge to solve complex problems.

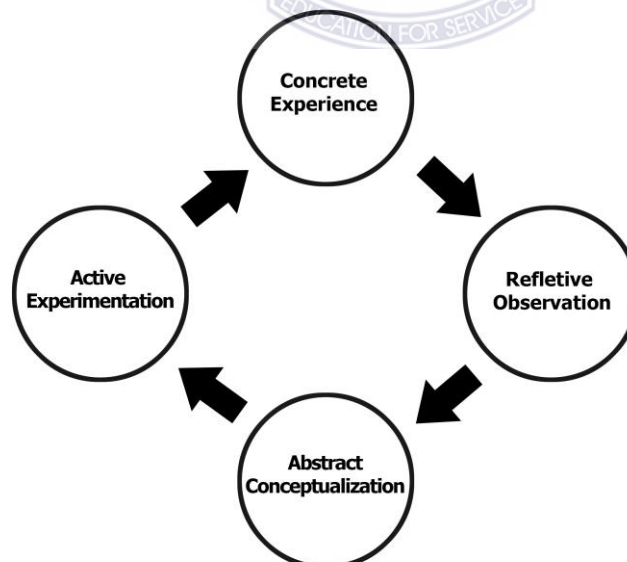
Behrendt and Franklin (2014) further reiterated that a student has an experience, reflection occurs as the student talks about the experience, and abstraction occurs as the student thinks about the experience. The student plans a new experience to test the new ideas, and the new experience takes place, and the cycle continues each time a cycle is

completed, some learning has taken place. Experiential learning is not an instant learning process but rather requires time for analysis and then synthesising a concept that accommodates into an already established knowledge pool. A learned concept will integrate with all previous knowledge, a student with many connections concerning a subject will accommodate new knowledge faster and with greater clarity (Kisiel, 2006). As Garry and Kingsley, (1970) put it, Comprehension rests on experiences which the individual has already had, concepts grow from concrete experiences and the meaning of a word is clear only when one knows the thing it signifies. Perception of concrete things is basic to all understanding, yet ignoring this or remaining in ignorance of it, teachers too often taught words without the experiential background necessary to give them real meaning.

According to Kolb (1984), the learner must become adept at using all four learning modes. Figure below illustrates the four phases of D. A. Kolb.

**Figure 2**

*Four Phases of Kolb's Learning Cycle.*



Source, Kolb (1984).

According to his theory, all four learning modes are very important for student learning, although the step that students begin with in the cycle can vary from each student and this theory explains how students or learners can move from one step to another (Figure 2).

It is important for Graphic Design teachers to incorporate experiential learning activities in their teaching methods to enhance and increase the experiences of learners. This clearly illustrates that students will acquire hands-on and authentic experience which may develop curiosity and desire, leading to an interest to learn more. Observation skills acquired will improve, social skills develop as the students share perceptions and knowledge with others (Behrendt & Franklin 2014). Students may begin to look forward to classes and connect previous knowledge and experiences with the new concepts. A strengthened interest in Graphic Design may lead the student onto a Graphic Design related career path or establish higher quality design literacy. Students are interested and motivated, permitting the instruction to rise to new and higher levels. With increased interest or passion, learning is promoted as students conduct deeper observations, give in to curiosity and conduct simple investigations, discuss the subject matter with peers and teachers, and construct more abstract connections.

Experiential learning theory as an umbrella can be used in order to increase motivation in Graphic Design students or serves as intrinsic motivation since it involves an element of personal self-reflection. What experiential learning says is that the centre of learning is experience. Each individual will experience a situation or a learning experience in a different way, therefore it is personal.

Bates (2015) explained that Dewey was concerned with ‘interaction, experience and reflection’, that the task of teachers should not be to communicate knowledge and skills to learners but to use their learners' experience as a teaching tool. Piaget suggested “that

the construction of knowledge is based on the individual's experience, which in turn, are influenced by their emotional, biological and mental stage of development, and that the focus should be on the process of learning, as well as the outcome. In essence this type of learning can be explained as the application or transfer of knowledge as opposed to the cognitive learning of facts.

What the experiential learning cycle provides is a pedagogical framework which could be adopted to ensure that suitable approaches are implemented to encourage learning. It identifies that not all learners learn through the same medium, it highlights the importance that the transfer of knowledge is not enough to embed learning and understanding if it is not followed up by reflection and review, completing the cycle is important for all learners.

#### **2.4 Learning as a Process of Active Engagement or Doing**

Beard and Wilson (2006), further stated that experience pervades all forms of learning; however, its value is frequently not recognised or is even disregarded. Active engagement is one of the basic tenets of experiential learning: experiential learning undoubtedly involves the 'whole person', through thoughts, feelings and physical activity, the recognition of this 'whole environment', both internally and externally, is important.

Perhaps the most critical shift in education in the past 20 years has been a move away from a conception of "learner as sponge" toward an image of "learner as active constructor of meaning (Wilson & Peterson, 2006). Although Plato and Socrates not mention Dewey reminded us long ago that learners were not empty vessels, blank slates, or passive observers, much of current educational curriculum has been based on this premise. Teachers have talked; students have been directed to listen (Cuban 1993). The assumption has been that if teachers speak clearly and students are motivated, learning

will occur. If students do not learn, the logic goes, it is because they are not paying attention or they do not care. These ideas were grounded in a theory of learning that focused on behaviour. One behaviour leads to another, behavioural-learning theorists argued, and so if teachers act in a certain way, students will likewise act in a certain way. Central to behaviourism was the idea of conditioning—that is, training the individual to respond to stimuli. The mind was a “black box” of little concern. But behavioural theorists had to make way for the “cognitive revolution” in psychology, which involved putting the mind back into the learning equation. As Lesh and Lamon (1992, p. 18) put it, “Behavioural psychology (based on factual and procedural rules has given way to cognitive psychology based on models for making sense of real-life experiences.” In this shift, several fields of learning theory emerged. Neuroscientists, for example, learned that the brain actively seeks new stimuli in the environment from which to learn (Greenough, Black, & Wallace 1987; Kandel & Hawkins 1992) and that the mind changes through use; that is, learning changes the structure of the brain (Bransford, Brown, & Cocking, 2000). However, it is still too early to claim that neuroscience can definitely explain how people learn. The work of other cognitive theorists helps here. For example, research suggests that learners from a very young age make sense of the world, actively creating meaning while reading texts, interacting with the environment, or talking with others. Even if students are quietly watching a teacher speak, they can be actively engaged in a process of comprehension, or “minds on” work, as many teachers describe it. As Bransford, Brown, and Cocking (2000) wrote, “It is now known that very young children are competent, active agents of their own conceptual development. In short, the mind of the young child has come to life” This cognitive turn in psychology is often referred to as a constructivist approach to learning.

1. Understanding that students construct meaning has led to increased attention to students' interpretations of what they witness in class. Recall the game of "telephone": A phrase, whispered from person to person, is followed by hilarity when the last person announces something quite different from what the first person said. This game exemplifies the role of interpretation in any human endeavour. At the basest level, what we "hear" is filtered through our assumptions and values, attention, and knowledge. All students, in school and out, shape and sculpt the information they encounter, constructing their understanding. Although two students might encounter exactly the same information, as active participants in their own knowledge building, students develop understandings that can be qualitatively different. Especially, important has been the growing revelation of the powerful role of prior knowledge and experience in learning new information. Students enter school with ideas, and those ideas are a significant force to be reckoned with. Researchers have shown that students' beliefs that the earth is flat last well after teachers and others have told them otherwise (Vosniadou & Brewer 1989). Elementary-age children have been found to hold naive theories of prejudice and discrimination that resonate with the theories of social scientists who have grappled with similar questions about why people dislike or discriminate against those who are different (Rose, 2000). Similarly, Byrnes and Torney-Purta (1995) found that adolescents use naive social, economic, and political theories in identifying causes of social issues. Many young children cannot understand why  $\frac{1}{4}$  is larger than  $\frac{1}{8}$  because 8 is bigger than 4 (Gelman & Gallistel 1978). Researchers are continuing to uncover how students' preconceptions, non-scientific beliefs,



conceptual misunderstandings, vernacular misunderstandings, and factual misconceptions act as powerful filters in what and how they learn.

2. When we acknowledge that students interpret and do not automatically absorb the information and ideas they encounter in the world through the experiences and theories they bring to school, the links between learning and teaching become more complicated. Rather than appearing as a natural result of teaching, learning is seen as inherently problematic. Teachers might create opportunities for students to learn, but teachers cannot control students' interpretations. Teachers become responsible for diagnosing students' interpretations and helping them alter, edit, and enrich them. Each of the shifts in learning theories that we discuss here has implications for teachers' roles and responsibilities. One unfortunate consequence of the increased interest in constructivist learning theories has been the wholesale rejection of behaviourist theories of learning by some enthusiasts. This "throwing the baby out with the bathwater" phenomenon is neither new nor productive. Students can learn while they absorb new information, indeed, just because children are sitting still and quiet does not mean that their minds are not racing. Just as they can learn through being more active. Similarly, activity does not mean that learning is taking place. Any and all theories are based on limited information; they are conjectures and assertions based on empirical research, and all scientists, including learning scientists are constantly interrogating their theories. Moreover, there are times when one needs multiple theories. Just as physicists can think of light as both wave and particle, teachers can theorize about learning and behavioural terms (Wilson 2003). Sfard (1998) argued, in fact, that we need multiple metaphors for learning and that to throw one out in favour of another is dangerous. Because



theories vary in their quality and rigor, it seems imperative that teachers be well-informed, sceptical consumers of “new” educational ideas or reigning theories (Hirsch 1996; Phillips 1995, 2000; Sfard 1998). They interpret, adapt, and combine those theories as they use them in practice. Indeed, current thought suggests that a “balanced” view of learning and teaching is crucial (Kilpatrick, Swafford, & Findell 2002). Students need opportunities to learn in multiple ways, and teachers need to have a pedagogical repertoire that draws from myriad learning theorists. Recent reviews of the state of the art in learning theory, especially how people learn (Bransford, Brown, & Cocking 2000) and how students learn (Donovan & Bransford 2005), are particularly helpful resources in culling the major findings from learning research.

Learning by doing or engaging students of Graphic Design as enshrined in the curriculum, is a teaching approach that allows Graphic Design learners to make meaningful learning experiences through engaging activities. The Graphic Design students are given opportunities to collaborate with their classmates through group activities. The Graphic Design students are given authentic assignments that transform abstract ideas into realistic lessons (Murphy, 2017). The teacher’s task in the Learning by Doing or active engaging curriculum is to motivate the Graphic Design students to learn by stimulating their curiosity. The teacher also guides the students as they actively share their insights and learnings with one another or the class. On the other hand, the Graphic Design students after the field trip in the classroom are given the freedom to develop their own understanding of concepts. They participate in class activities and monitor their own progress.

In a study conducted by Hackathorn et al (2011), the researchers found out that the use of engaging instructional approaches, such as demonstrations, group work,

experiments, and active observation techniques, resulted in better academic performance as compared to students who were only exposed to direct instruction. Graphic Design classroom environment in Learning by Doing curriculum is marked by engaged and active learners. The class atmosphere is lively because the students are allowed to interact with their classmates as they work on authentic tasks (Fitzsimons, 2014). This teaching and learning approach follows an interdisciplinary approach, which ensures the holistic development of the learners. Assessment is done through authentic tasks, which are meant to be applied in real-life contexts (Murphy, 2017). Another study conducted by Aguado (2018), revealed that majority of his students were able to gain practical knowledge regarding the fundamentals of research because of his use of the Learning by Doing teaching approach. In emphasizing the skills of data collection during field trip and the utilization of some Graphic Design software such as Corel Draw, Adobe Photoshop and Adobe Illustrator which Graphic Design student in the senior high schools can easily use, an incorporated a variety of engaging assignments and learning exercises can result in the students practicing what they observe, experience and analyse. One of the curriculum frameworks that exemplify the use of a learning by doing approach is Understanding by Design (UBD). UBD is a curriculum framework that enables educators to formulate engaging learning activities based on the objectives of each lesson. Known as the Backward Design, this teaching framework begins with thinking about big ideas or the objectives, such as understanding social issues that students can apply in the real-world setting (Wiggins & McTighe, 2005). After writing down the lesson's desired results, educators will proceed with identifying evidence of learning, which are in the form of authentic tasks.

These tasks are able to measure how students are able to apply their learnings to real-world situations. Finally, the learning plan will be designed in accordance with the

lesson's objectives and types of assessment designed for the class. In this part, the educators will design interactive activities that will develop critical thinking, teamwork, and analytical skills among the students. The Learning by Doing approach is effective in stimulating the natural curiosity of Graphic Design learners who embark on industrial field trips. The students in this approach develop critical thinking skills as well as the creativity in expressing themselves well when answering questions on their experiences and observation (Hackathorn et al, 2011).

Creating an effective curriculum is important in order to make learning meaningful to students. In order for a curriculum to be effective, the objectives, learning activities, and assessments should be smoothly integrated with each other. The Learning by Doing approach is a teaching methodology that makes use of engaging learning experiences. Activities under this approach develop critical thinking among students. This approach can also utilize developmentally appropriate practices, which carefully consider the context of students.

## **2.5 Behaviourism Theory and Its Relation to Graphic Design**

Behaviourism in its relationship with Graphic Design and ICT has been studied by:

- i. Psychological approaches which see it as learning scenarios supported by worksheets and exercises that serve to learn (Gebremeskel, Kebede, & Chai, 2016)
- ii) For educators teaching strategy where applying game theory emphasizes measures to stimulate response (Paraskeva, Mysirlaki, & Papagianni, 2010).
- ii. Education, considering the level of tools that define eLearning and design as a mixture of several educational trends of which is behaviourism (Evgeniou & Loizou, 2012), or by analysing ICT integration in art with a focus ranging from

objectivism related to computer instruction to social constructivism (Nawaz & Kundi, 2010).

- iii. Joint Disciplines psychologist's educators interested in analysing the role of ICTs in relation to Behaviourism (Gebremeskel et al., 2016).
- iv. For methodological analysts to discuss pedagogical models in eLearning and differentiating factors (Gonzalez, Guerrero & Ojeda, 2013).
- v. Technical analysts in order to relate the levels of behaviourism teaching eLearning (Hussain, 2012).
- vi. Evaluators learning in order to analyse the implications of the use of behaviourism in eLearning (Alzaghoul, 2012).
- vii. Designers to build materials with a focus on instructional design

Then, assessing research contributions in the aforementioned authors, given the multiple approaches and disciplines, it is not possible to identify an integrated theory of Behaviourism relationship with ICTs; therefore, this study presents from the bottom of behaviourism in its integrated relationship with education technologies designing processes supported by ICT psychological approach. Behavioural theories or associationists have in Pavlov and Skinner its main representatives in the theories of classical and instrumental Behaviourism respectively. The conception of education becomes a technology represented by a sequence of mechanical actions consisting of stimulus, reply and reinforcements (Farhan, Aslam, Jabbar, Khalid, & Kim, 2017), aimed at achieving the behaviourism of the subject's behaviour. Conception based on the following principle "Man is the product of the reinforcing environmental contingencies" (Perez, 1995, p. 37). The process of classical Behaviourism of Ivan Pavlov first consists in the presentation of an unconditioned stimulus (US) inducing an unconditioned response (RI) ... present the neutral stimulus shortly before submitting

the US. Pavlov used to use a metronome, the metronome had become a conditioned stimulus (CS) which caused a similar original RI conditioned response To B. F. Skinner Behaviourism, it is achieved not only through the response, but because of environmental reinforcement; in this regard, "The reinforcing Behaviourism that interests Skinner is the presentation of the unconditioned stimulus, not the answer that occurs to him" (Hilgard, & Bower, 1973, p.130); therefore, student learning is achieved through the stimulus (S) –answer (A)-reinforcement (R) sequence. The relationship of Behaviourism to ICTs is supported by the interaction of the subject and external environment; applied to education it implies the subject from whom the virtual space is waiting for a response (reply) is stimulated by the component systems of the areas of information and communication based on the pedagogical and teaching approach used in the virtual environment. The reinforcement received by the subject's behaviour is derived from the external world stimuli captured. In this sense, the subject to interact with the virtual training environment receives stimuli (S) contained in the learning space; stimuli are represented by all components of the virtual space. Of course, web pages, learning objects, dynamic images, micro worlds are educational stimuli received by the trainee, on which the subject must answer (A), and for which, depending on the response, receives a reinforcement (R)

Depending on the above analysis, there is a direct relationship between Behavioural Theory and ICT applied to training processes in virtual spaces; and several applications of behaviourism in the classroom involve the use of technological tools such as programmed instruction. Computer programmed instruction Trains students to work individually as they will demand an active participation in the learning process. Since technology has come to integrate the teaching-learning process, computer-assisted instruction has emerged as an application of Behaviourism. (Lawrence, 2005,

p.28). Based on the above, elaborations such as reinforcement's programs, teaching machines and programmed instruction present in the stimulus-response theories, have their parallel counterparts in virtual learning environments with ICT; that is, the virtual environment itself is a machine made in software that teaches the subject and whose functionality is expected that students learn. The reinforcement program has its equivalent in virtual environments with the presence of virtual activities containing drill and practice processes that constitute additional stimuli or reinforcements when the student has not reached learning achievements.

## **2.6 Summary**

This chapter reviewed information related to field trips and how they can be utilized by Graphic Design students and teachers to complement teaching and learning to improve academic performance of the students. The chapter also brings out some benefit of field trips and their impact to the students. Also the chapter reviewed theories of renowned educationist who supported taking students out of the classroom to their communities for the purpose of learning. Experiential learning and learning by doing as a process of active engagements were reviewed and their impact in Graphic Design classroom.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

The research methodology employed for a study determines the validity and reliability of the study. A combination of the methodologies can be used for a study; however, it must be scientific, and that is, it must be systematic, precise and free from bias. The methodology of this research is broken down in the following structure: research approach, research design, population of the study, sample and sampling technique, data collection instrument, data collection procedure and finally method of data analysis.

#### **3.1 Research Approach**

Research information brought by words is qualitative while information brought by figures is quantitative. Quantitative research methods are methods for analysing numeric information in the form of statistical methods, while qualitative research methods, on the other hand, are methods used for analysing other information, such as interpretations of text. Because of the nature of this project, the researcher uses qualitative research methods and instruments in gathering data and analysis.

The researcher carried out his investigation using the qualitative research approach because this approach seems appropriate in gathering a great amount of verbal data from a small number of participants. Qualitative instruments such as interviews (structured and semi structured) were used to gather data on the impact of industrial field trip on Graphic Design student learning and practices in the selected schools in Abura Asebu Kwamankese District. With this, interpretive narrative from the study was



used in determining the rate at which the selected schools embarked on the industrial field trip and to measure the extent to which the knowledge and experiences gained during industry field trips improves on student's studies and life as a whole (Ali et al., 2016).

### **3.2 Research Design**

The descriptive research design is used for the study. The descriptive research approach involves systematic gathering of data about individuals and collective activities in order to answer research questions in a study (Ary, Jacobs, Razavieh & Sorensen, 2006). Fraenkel and Wallen (2009) confirmed that research design is the overall plan for gathering data so as to answer the research question. Saunders (2012) stated that, how a researcher views the world, the assumptions the researcher gives to human knowledge and about the nature of the realities encountered, certainly shape how a research question is understood and the associated research design.

The descriptive research design was used for gaining insight (Silva, 2017) into the teaching strategies used by Graphic Design teachers for teaching Graphic Design in the selected schools. The descriptive design was used to acquire first-hand information from Graphic Design teachers and students on how the teaching strategies are used through interview, experiences gained during field trip and how it improves on student's life and studies, challenges that prevent Graphic Design teachers from organizing field trips. Purposive sampling and simple random sampling technique were used as a sampling technique in selecting participants for the study.

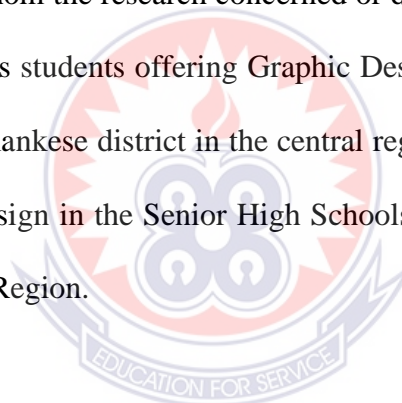
Interview guides was used as the primary method for data collection. Since the data sourced was from the views of participants, as a result, thematic analysis and descriptive statistic were used for analysing data. It is worthy to note that interpretive research sets no predetermined variables, but focuses on the totality of the multifaceted



nature of human beliefs, experiences in certain circumstances (Kaplan & Maxwell, 1994). Because the data is solicited within the context of the respondents' world of operation, thus, in the schools where the teaching and learning of Graphic Design are carried out, the descriptive research is deemed appropriate (Kassu, 2019).

### **3.3 Population of the Study**

A population is the larger group of observations, which is the parent group from which a sample is to be formed (Pandey & Pandey, 2015). Meaning population is class, group of people or families from which few members are selected, and a select sample is made. The study population can therefore be said to be the target of the research and that is the people to whom the research concerned or directed. This research primarily focusses on Visual Arts students offering Graphic Design in the Senior High Schools in Abura Asebu Kwamankese district in the central region. It also focuses on teachers who teach Graphic Design in the Senior High Schools in Abura Asebu Kwamankese District in the Central Region.



### **3.4 Target Population**

Target population can be defined as the group of individuals or participants with the specific attributes of interest and relevance (Bartlett et al., 2001; Creswell, 2003). The target population is more refined as compared to the general population on the basis of containing no attribute that controverts a research assumption, context or goal. The target population of this research is therefore sixteen (16) Graphic Design student and four (4) teachers in A.A.K District Senior High Schools

### **3.5 Accessible Population**

The accessible population is reached after taking out all individuals of the target population who will or may not participate or who cannot be accessed at the study

period (Bartlett et al., 2001). It is the final group of participants from which data is collected by surveying either all its members or a sample drawn from it. It represents the sampling frame (Bartlett et al., 2001), if the intention is to draw a sample from it. All participants from the target population were all willing and available to participate in the study, therefore, target population was the same as accessible population.

### **3.6 Sample**

Polit et al (2001) define a sample as “a proportion of a population”. To add to that, sampling involves the procedure used in picking out a number of individuals (a sample) from the population, if possible in such a way that the individuals are representative of the larger group from which they were selected (Fraenkel & Wallen, 2003,). In this context, the study targeted Graphic Design students and teachers in public Senior High School in Abura Asebu Kwamankese District, this is because they are close to the researcher and this facilitates easy access to data by the researcher.

Four (4) Graphic Design teachers from the selected schools with remarkable teaching experiences in four (4) selected senior high schools within the district were selected for the study, namely Aburaman Senior High School, Moree Senior High School, Abakrampa Senior High School and Aggrey Memorial Senior High School. Thus one (1) teacher was selected from each school.

Also, sixteen (16) students from the selected schools who have studied Graphic Design for more than one year, knowledgeable and willing to share their knowledge and experiences gained during industrial field trips and the impact it has made on their studies and life as a whole were selected to take part in the study. Thus four (4) students were selected from each school

### 3.7 Sampling Techniques

The sampling technique used in selecting participants was combination of purposive and simple random sampling, purposive sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. This sampling technique was used to gather data from Graphic Design teachers who are more knowledgeable (Gastaldo, Rivas-Quarneti & Magalhães, 2018) in the area of study or investigation. The teachers are in the best position to offer an insiders' perspective (Sharif & Cho, 2015) on how often Graphic Design student in the senior high schools embarked on industrial field trip. The teachers are also able to share challenges they encountered during educational trip with Graphic Design students and also challenges that prevent Graphic Design teachers from organizing industrial field trip in the district. As a result, Graphic Design teachers in schools that have demonstrated consistency in the teaching of the subject and have as well a considerable hands-on skill were selected for the study.

Also, taking into consideration the number of students who study Graphic Design at the S.H.S, the researcher used simple random sampling technique to select 4 students from each school as the researcher initially selected all the Graphic Design students from the schools and the researcher explained the purpose of his study to them, those who were interested to take part in the study raised their hands and were selected but were more than 4. All their names were obtained and inputted into Microsoft Office Excel 2016 in order to use the random selection function to select the respondents. This technique is seen to be appropriate as it helped the researcher to select only a portion of the students that were deemed to be representatives for the study.

Students on the other hand were in better position to share how the knowledge and experiences they gained during the industry field trip and how it improved on their studies and life as a whole

According to Amedahe and Gyimah-Asamoah (2015), simple random sampling is seen fitting when a population of study is similar in characteristic of interest, thus it accorded each the same chance of being selected for the study. Therefore, this study employed a combination of purposive and simple random technique in selecting the respondents for the study.

### **3.8 Data Collection Instrument**

In qualitative research, data collection involves, “setting the boundaries for the study, collecting information through unstructured (or semi-structured) observations, interviews, documents, and visual materials, as well as establishing the protocol for recording information” Creswell et al. (2010). Data collection uses related methods meant to gather rich information in response to the research question in a study, Creswell et al. (2010). The researcher primarily collected data from the informants or the respondents in two categories:

- i. Graphic Design students in form two or three in Public Senior High Schools in Abura Asebu Kwamankese district
- ii. Graphic Design teachers teaching form two and three in Public Senior High Schools in Abura Asebu Kwamankese district

The primary method of data collection in this study was the use of an interview guide. A total number of sixteen participants were selected and interviewed among the Graphic Design students and four Graphic Design teachers were also selected and interviewed. The researcher used barely a month to collect information from

participants. The interview was conducted during participants' leisure time. Interviews were recorded on the interview guide and on audio record. Each interview lasted for forty minutes and was audio recorded. There were direct, simple, easy and short questions which were posed distinctly and understandably. The primary focus of the interview was to find out answers to the problems related to the research topic. In this research, structured interview and semi structured interview are the main instruments used in gathering the data.

The interview was conducted using a validated interview guide developed based on the four research questions that pivoted the study.

Detail views on teaching and learning methods that can effectively complement the theoretical aspect of Graphic Design curricula were garnered from the teachers, the extent to which knowledge and experiences gain during industrial field trip improves on student's studies and its evidence on their practices was also discussed with the teachers and the students as a whole.

The four teachers from each school listed and explained some challenges that are encountered during the field trip and those that prevent Graphic Design teachers from organising industrial field trips in A.A.K District. Four (4) students, each from the four selected Senior High schools were simply randomly selected to help in identifying how industrial visits impact on the learning and practices of Graphic Design. All the interviews took place at the various schools selected by the researcher.

### **3.8 Data Analysis**

The researcher referred to Marshall and Rossman (2016) who state that analysing a mass of collected data can be untidy, ambiguous, time consuming, fascinating and creative. As suggested by these authors above, it is important to understand what analysing of data entails. Creswell et al. (2010) define the concept of

analysing data as an interpretative philosophy that seeks to examine meaning and the symbolic concepts of qualitative data that is phrased differently by different respondents. Marshall and Rossman (2016) advocate that it is a procedural act of attaining order, structure and meaning of mass data. Henning et al. (2004) also stated that in qualitative research, the data analysis process requires creative skills (such as conceptualising meanings, ability to make sense of phrases) to be able to interpret the understanding obtained from the data in writing form. In this study thematic analysis and descriptive statistical analysis were used for analysing data.

### **3.8.1 Thematic Analysis**

The principles of the thematic analysis technique, such as coding of data, searching for themes, refining the themes, and reporting the findings, are relatable to other qualitative methods, such as discourse analysis (Flick, 2022). Thematic analysis is a method to analyze qualitative data. It involves the identification and reporting of patterns in a data set, which are then interpreted for their inherent meaning (Braun & Clarke, 2006); these patterns can be found on the basis of understanding the meaning of keywords used by participants. In this study, data was analysed using the thematic analysis method, where information from both structured and semi structured interviews were grouped into categories and further grouped into themes. Data was finally presented in tables and discussed (Miles & Huberman, 1994).

### **3.8.2 Descriptive Statistic Analysis**

This method is used to describe the basic features of versatile types of data in research. It presents the data in such a meaningful way that pattern in the data starts making sense. Descriptive statistics, in short, help describe and understand the features of a specific data set by giving short summaries about the sample and measures of the

data. Descriptive statistics are brief informational coefficients that summarize a given data set, which can be either a representation of the entire population or a sample of a population (Hayes, 2021).

To answer the research questions, descriptive statistics was also employed, where the researcher used frequencies and percentages to make the interpretation of the results more meaningful, conclusions were drawn and recommendation made. The details of this will appear in Chapter Four

### **3.9 Ethical Considerations**

Gray (2004) clarifies that the central ethical issue about “data collection through interviews is that participants should not be harmed or damaged in any way by the research” (p. 235). He added that in case a respondent becomes “anxious or upset” while being interviewed, the interview must stop immediately. In accordance with ethical issues, the researcher promised and sought permission from respondents to keep information confidential.

The purpose of the study was clarified and then interviews were conducted with participants. Each interview was conducted individually in a private and quiet classroom in the respective schools without access by outsiders. The researcher was the only one who was able to match the identity of the participants and voice recordings. Participants were made to answer the same set of questions to ensure the validity of the study. The results and discussions of the findings for the study are the subject of the next chapter.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS, ANALYSIS AND DISCUSSIONS**

#### **4.0 Overview**

Chapter Three presented detailed information regarding the research methodology adopted for the study. This chapter presents details about the response of participants during interview. Also it presents the analysed data on the topic; Impact of industrial field trip on Graphic Design student learning and practices, using interview as tools for gathering information, simple percentages, frequency and tables were employed in analysing the collected data in accordance with responses pattern.

#### **4.1 Background Characteristic of Respondent**

The background characteristic of the respondents is included in the study to make sure that the researcher meets the characteristic of the intended respondents and as basis to enhance the quality of the study. It also helped to identify the experience levels of the respondents and gender disparity that may exist in the learning and teaching of Graphic Design in Senior High Schools in Abura Asebu Kwamankese District in the Central Region of Ghana. The background characteristic of the respondents is obtained from Section A of the Interview Guide used. The background information was obtained on the gender, age, elective specialization and form. The frequency counts and percentages were used to present the information obtained in Table 1.



**Table 1***Background Characteristic of Graphic Design Teachers*

<b>Item</b>	<b>Frequency(Total-4)</b>	<b>Percentage</b>
<b>Gender</b>		
Male	4	100
Female	-	0
<b>Age</b>		
Below 25	-	0
26-30	1	25
31-40	1	25
41-50	1	25
51 and Above	1	25
<b>Subject Taught</b>		
Graphic Design	4	100
G.K.A	4	100
Picture Making	1	25
<b>Highest Educational Qualification</b>		
Bachelor	3	75
M.A	1	25
<b>Educational Specialisation</b>		
B. Art Graphic Design	2	50
B. Art Arts Education	2	50
<b>Form Taught</b>		
1 Alone	-	0
2 Alone	-	0
3 Alone	-	0
1,2&3	4	100
<b>Number of years of teaching</b>		
Below 4 years	1	25
5-8 years	1	25
9-12 years	1	25
13 years and above	1	25

**Source: Field Survey, Koffie (2022)**

The information presented in Table 1 shows that four Graphic Design teachers selected for the study are all male teachers representing 100%, this indicated that there are more male teachers teaching visual art in the district than females. This implies that more females need to be encourage to study visual arts at the senior high school level and also that females that have the chance to study visual art need to be encourage to further their visual art studies at the tertiary level. This encouragement will enable more females coming out of the tertiary institutions especially colleges of education and universities to handle visual art subjects in our schools, through this intervention as well gender discrepancies will reduce as the female visual art teachers will serve as role model to their student.

On the other hand, 1 representing 25% of teachers who took part in the study is between 26 to 30 years. Similarly, the same number which represents representing 25%, falls between the age range of 31 to 40 years while another 1 representing 25% falls within the age of 41 to 50. From this information, one could say that about 75% of Graphic Design teachers teaching at A.A.K district Senior High Schools fall under 50 years of age. This implies that for the next ten years, it is highly possible to get teachers teaching Graphic Design at Senior High School level in the A.A.K district in the Central Region of Ghana. Within this period of ten years, these teachers might have imparted their knowledge, skills and experiences they have acquired into all Graphic Design students who in turn may use those knowledge, skills and experiences to establish their own printing press, Graphic Design shop, photography, and other Graphic Design related entrepreneurial avenues as source of generating income. Knowledge and skills imparted within this ten year may also propel some of this students into other tertiary institution across the length and breadth of this country. In addition, 1 representing 25% of Graphic Design teachers falls above 51, this also implies that within this ten years,

there is high probability that there will be new Graphic Design teachers being employed into the A.A.K District since 25% of teachers at that time might gradually approaching retirement as they have less than 10 years of active engagement or service to render and this will create a vacuum that must be filled.

Again, according to the information presented in Table 1, the 4 (100%) Graphic Design teachers in the A.A.K District apart from teaching Graphic Design also teach General Knowledge in Art either in the Visual Art department or Home Economics department. It is also revealed that 1 representing 25% of teacher apart from teaching Graphic Design and G.K.A, also teach Picture Making. This further workload on the teachers divide their attention from focusing on specialising in Graphic Design subject. This also represent the fact that there are less teachers in the senior high schools in the A.A.K district who are teaching in the visual art department hence there is heavy work load on the few teachers available.

On the highest educational qualification, Table 1 reveals that 3 (75%) teachers who are currently teaching Graphic Design in the senior high schools in A.A.K District earned Degree as their highest educational qualification while 1 representing 25% earned Master's Degree. Comparing their highest education with their area of specialisation, the study points to the fact that only 2 (50%) of the Graphic Design teachers specialised or studied Graphic Design while pursuing their highest education. It is also pointed out form the study that 2 (50%) of other teachers specialised in Art Education whiles pursuing their highest education. This implies that though 100% of the teachers teaching Graphic Design at the senior high schools in the A.A.K District are qualified to teach Graphic Design since they all have Graphic Design background in their highest education, only 25% of them have earned Masters in Art (Art and

Culture) from the University of Education Winneba. Teachers teaching Graphic Design or any other Visual Art related subjects in the A.A.K do not get any motivation to further their education especially in their area of specialisation and this accounts for 25 % of the respondents attaining second degree in Art and Culture and not Graphic Design.

All the 4 (100%) teacher respondents who took part in the study teach form 1, form 2 and form 3. This implies that the teachers teaching Graphic Design in the A.A.K District are overloaded on the teaching time table and do not have enough time to rest since the study also reveals that they do not only teach Graphic Design but other elective subjects like General Knowledge in Art and Picture Making.

On the number of years of working experience, only 1 (25%) teacher respondent falls below 4 years, other 3 (75%) teacher respondents fall above 5 years of teaching experience. This means that majority of Graphic Design teachers in the A.A.K District have had enough experience in handling such subject. As the expression goes, “experience is the best teacher” it is possible to say that teaching experience help Graphic Design teachers to impart Graphic Design values, skills, knowledge and practices into Graphic Design students which in turns helps them to be well vex in their work rendering and application.

Table 2 presents information on background information on Graphic Design students.

**Table 2**

*Background Information on Graphic Design students*

<b>Item</b>	<b>Frequency(Total=16)</b>	<b>Percentage(100%)</b>
<b>Gender</b>		
Male	10	62.5
Female	6	37.5
<b>Age</b>		
Below 15	-	0
16-20	10	62.5
21 and Above	6	37.5
<b>Subject of Specialisation</b>		
Graphic Design	16	100
<b>Form</b>		
1	-	0
2	4	25
3	12	75

**Source: Field Survey, Koffie (2022)**

In the same way as teachers selected for the study at the S.H.S in the A.A.K District in the Central Region of Ghana, all the student respondents selected for the study have Graphic Design as one of their major electives as Visual Art students. This could be seen in the Table 2 that all the 16 respondents offered Graphic Design representing 100%.

It could also be realised from Table 2 that 10 (62.5%) respondents who are selected for the study are males while the female counterpart who are studying Graphic Design are 6 female student's respondent representing 37.5%. the trend of male dominance in most academic affairs especially in the Art related courses can be seen. This information proves the notion of lack of interest of females in pursuing Art related courses and much need to be done to encourage female's participation in Art.

More so, Table 2 showed that majority of the student's respondent 10 (62.5) are within the age range of 16 to 20 years. This age range may be considered ideal for students in Senior High Schools. However, 6 (37.5) student's respondents fall above 21 years, this might be as results of factors such as starting school late, moving from one school to another because of transfer of parents who are government workers, stopping school on the way and later continuing it and many others. Considering the age range or categories of the students, it is convincing to state that the information they presented is substantial to be use as check on the information obtained from the Graphic Design teachers.

On the other hand, Table 2 revealed that the majority of the student respondents 12 (75%) selected for the study were in their finale year (Form3) preparing to write their West Africa School Certificate Examination when this interview took place. Nonetheless, 4 (25) of the students selected for the study were in form 2, this was so because students in form three of this school at the time of gathering this information were in their vacation due to the double track system while those in form two and form ones were in school.

#### **4.2 Research Question 1: Methods of Teaching and Learning that Can Effectively Complement the Theoretical Aspect of Graphic Design Curricula?**

This section of the study sought to find out the strategies and methods used in the study area in integrating field trips and other experiential teaching and learning methods into the teaching and learning process. To answer this question, the researcher used all the two instruments, thus teachers' interview guide and students' interview guide. The information collected from the teachers is presented in Table 3.

**Table 3**

*Methods of Integrating Field Trips and other Experiential Learning Methods in Learning by Teachers Responses by Percentages.*

<b>Item</b>	<b>Frequency (Total-4)</b>	<b>Percentage</b>
<b>I embark on field trips with my students</b>		
<b>Yes</b>	<b>3</b>	<b>75</b>
<b>No</b>	<b>1</b>	<b>25</b>
Purpose of including field trip in your teaching	<ol style="list-style-type: none"> <li>1. Increases the interest of students towards studying Graphic Design or Arts.</li> <li>2. understand complex or abstract lessons that were taught in the classroom</li> <li>3. it stimulates the creativity of students especially those in the art.</li> <li>4. the students can get to experience by trying to participate in an activity</li> </ol>	
Places teachers visited with students during field trip	University of cape Coast Press Cape Coast Castle Arts Market Artist Alliance KNUST College of Art Accra Culture centre Ebenezer printing Press, Accra Otumfour Palace Indoom Press, Cape Coast Hill Graphics UEW Design Solution	
Have you taken any field trip in the 2022 academic year?		
<b>YES</b>	<b>-</b>	<b>0</b>
<b>NO</b>	<b>4</b>	<b>100</b>
Do you take virtual field trip?		
<b>YES</b>	<b>3</b>	<b>75</b>
<b>NO</b>	<b>1</b>	<b>25</b>

Do you use virtual reality, animations, projectors and laptops in class?		
<b>YES</b>	<b>4</b>	<b>100</b>
<b>NO</b>	<b>-</b>	<b>0</b>
Do you use models in place of real objects?		
<b>YES</b>	<b>4</b>	<b>100</b>
<b>NO</b>	<b>-</b>	<b>0</b>
Do you ask students to gather information from their community?		
<b>YES</b>	<b>4</b>	<b>100</b>
<b>NO</b>	<b>-</b>	<b>0</b>
Do you use pictures from students textbook in teaching?		
<b>YES</b>	<b>4</b>	<b>100</b>
<b>NO</b>	<b>-</b>	<b>0</b>

**Source: Field Survey, Koffie (2022)**

From Table 3, it could be observed that most of the Graphic Design teacher respondents agreed to using different methods, techniques or strategies in integrating field trips and other experiential teaching strategies into the teaching of Graphic Design at the Senior High School in A.A.K District in the Central Region of Ghana.

The Table 3 again, it is indicated that majority of the Graphic Design teacher respondents (3) representing 75% agreed to embarking on a field trip with students before while 1 teacher respondent (25) disagreed to embarking on field trip with students. Likewise, all the four Graphic Design teacher respondents representing 100% who took part in the study strongly agreed that it is necessary and valuable for teachers to embark on field trip with Graphic Design student, stating some reasons as it increases the interest of students towards studying Graphic Design or Arts, understand complex or abstract lessons that were taught in the classroom, it stimulates the creativity of students especially those in the art and the students can get to experience by trying to participate in an activity through field trip.



Table 3 also reveals some of the interesting places Graphic Design students and teachers could visit. Out of the total number of four teachers, three teachers representing 75 % of the Graphic Design teachers agreed on embarking on field trip with students, some of these places are University of cape Coast Press, Cape Coast Castle Arts Market, Artist Alliance, KNUST College of Art, Accra Culture centre, Ebenezer printing Press, Accra, Otumfour Palace, Indoom Press, Cape Coast, Hill Graphics, UEW Design Solution.

In addition to this, an interesting revelation from the Table 3 suggested that all the Graphic Design teacher respondents selected for the study strongly disagreed to embark on field trip with students in the 2022 Academic year, this means that none of these teachers travel with their students in the 2022 academic year. When asked to give reason for their action, all the 100% Graphic Design teachers stated that their schools received letters from Ghana Education Service and Ministry of Education not to partake or engage students on any activity which may involve gathering of students in a crowded environment in order not to endanger the life of the students because of the Covid 19 Pandemic which prevent mass gathering activities since its outbreak in the year 2019.

Nevertheless, it was clear from the Table 3 that as physical or real field trip was put on hold, three (3) Graphic Design teacher respondents representing 75% of selected respondents adjusted to the use of Virtual field trip, the other 25% stated that “ virtual field trip could not produce result as real field trip and demonstration which characterize filed trip”, he therefore decided not to use it but rather wait till the Ministry of Education and Ghana Education Service lift the ban on student mass gathering so that they can embark on the field trip.

Likewise, all the Graphic Design teachers 4 (100%) strongly agreed to using virtual reality animations with the help of projectors and laptops in teaching Graphic Design in the Senior High Schools. None of these teachers (0%) disagreed to the use of these teaching methods and strategies to explain Graphic Design concepts to students.

There are other techniques that help Graphic Design teachers in the integration of new technologies in teaching and learning Graphic Design. From this study, it was realised that all the four (100%) respondents agreed that they use models in place of the actual field trips. Another finding showed that all the 4 (100 %) of the respondents agreed that they asked their students to identify what they have learnt in class in the community when they go home, this give them the opportunity to interact and investigate on their own, depending on their findings.

Finally, majority of the respondents indicated that they make use of pictures from student's textbooks when teaching students sometimes and especially when embarking on field trips is not possible. It is also imperative to check if Graphic Design students experience the practices indicated by their teacher respondents. Table 4 revealed how students benefit from the various methods used by Graphic Design teachers in the A.A.K District.

**Table 4**

*Students Views on Methods of Integrating Field Trips and other Experiential Learning Methods in Learning.*

Item	Frequency (Total-16)	Percentage
I enjoy embarking on field trips		
Yes	<b>12</b>	<b>75</b>
No	<b>4</b>	<b>25</b>
What is the importance of this field trip to your studies?	1. Increases the interest of students towards studying Graphic Design or Arts. 2. understand complex or abstract lessons that were taught in the classroom 3. it stimulates the creativity of students especially those in the art. 4. the students can get to experience by trying to participate in an activity	
Favourite places visited by student	University of cape Coast Press Cape Coast Castle Arts Market Artist Alliance KNUST College of Art Accra Culture centre Ebenezer printing Press, Accra Otumfour Palace Indoom Press, Cape Coast Hill Graphics UEW Design Solution	
Have you taken any field trip in the 2022 academic year?		
<b>YES</b>	<b>-</b>	<b>0</b>
<b>NO</b>	<b>16</b>	<b>100</b>
Do you enjoy virtual field trip?		
<b>YES</b>		
<b>NO</b>	<b>4</b>	<b>25</b>
	<b>12</b>	<b>75</b>
Do you enjoy virtual reality, animations, projectors and laptops in class?		
<b>YES</b>	<b>10</b>	<b>62.5</b>
<b>NO</b>	<b>6</b>	<b>37.5</b>

Do you enjoy models in place of real objects?		
<b>YES</b>	<b>8</b>	<b>50</b>
<b>NO</b>	<b>8</b>	<b>50</b>
Are you able to gather information from the community when solving assignments?		
<b>YES</b>	<b>12</b>	<b>75</b>
<b>NO</b>	<b>4</b>	<b>25</b>
Do you enjoy pictures from textbook when learning?		
<b>YES</b>	<b>16</b>	<b>100</b>
<b>NO</b>	<b>-</b>	<b>0</b>

**Source: Field Survey, Koffie (2022)**

Just as indicated by the Graphic Design teachers, the student respondents confirmed that the teachers make use of field trips in teaching Graphic Design. For instance, 12 students out of a total of 16 students representing 75% which forms majority agreed that they enjoyed embarking on field trips. The Table 4 also reveals that apart from the student partaking in the field trip, they also mention some of their favourite places that they visited. Such locations are similar to places mentioned by the teachers which confirmed the validity of the responses obtained from the teachers.

Interestingly, all the students respondents, thus 16 respondents representing (100%) who took part in the study strongly agreed that it is necessary and valuable for teachers to embark on field trip with Graphic Design student, stating their reasons as, helping students to more about what happens in the Graphic Design industry, revealing Graphic Design concept practically, help students to Know more about Graphic Design courses, help students to know more of career opportunities in Graphic Design, encourage learners to put in more effort in their studies and help students to practice what they have been learning theoretically in the classroom and finally the students can get the opportunity to experience by trying to participate in an activities in the industry.

Again, all the student respondents of a total of 16 representing (100%) confirmed with their teachers that they had not partake in field trip in the 2022 academic year, the study reveals that though they are eager to embark on this fruitful trip, their teachers site the emergence of Covid 19 infections as reason why they could not take them on field trip in the 2022 academic year.

Also, only 4 student respondents representing (25%) strongly agreed that they enjoy virtual field trip which has been organised by teachers to replace the physical or real field trip organize in the school. 12 student respondents representing (75%) strongly disagreed to enjoying the virtual field trip, thus majority of the student respondents do not like virtual field trip as compare to real field trip hence called on teachers to rescind their decision and start organising filed trip in the school coming 2023 academic year since the ban on mass gathering had been lifted.

Nevertheless, 10 of the student responds representing 62.5% agreed to enjoy lessons with their teachers when they use virtual reality, animations, projectors and laptops in class to explain concept in Graphic Design, while the remaining 6 student respondents disagreed to enjoying lesson with teachers when they use virtual reality, animations, projectors and laptops in class thus majority of the student respondents indicated that tutors make use of virtual reality animations and they enjoy it.

Again, when student respondents were given the opportunity to express their views on the use of models by Graphic Design teachers, half of the student respondents, thus 8 representing 50% strongly agreed that they enjoy it when teachers use models to replace real object in teaching while other half 8 representing 50% stated that they do not enjoy models but rather prefer real objects or items to their models.

Also, the student respondents confirmed that they are able to identify what they learnt in classroom in their communities, 12 student respondents representing 75% confirmed that they are able to gather information from their communities in solving Graphic Design problems in class. Finally, all the student respondents strongly to enjoying learning with pictures and photograph from textbook when learning, thus 100% of the student admitted of teachers supporting their lessons with pictures which they enjoyed.

Indications from Table 3 and Table 4, indicated to the fact that Graphic Design teachers make use of field trips in teaching Graphic Design at the various Senior High Schools in A.A.K District in the Central Region of Ghana. Both the teachers (about 75%) and students (75%) clearly indicated that the use of field trips is ongoing in the Senior High Schools. It may be imperative to refer to the use of field trips in teaching and learning as one of, the vital components that may help teachers to explain Graphic Design concepts to students. That is, Graphic Design students may learn better if they come into contact with the abstract theories that have been learnt in class. Accordingly, Dewey (1938) posited that student learning occurs as a result of direct, sensory interaction with real objects, people and the environments. Concurrently, according to Piaget (1937) experience, teaching and learning is an active process in which the learners get involved in, thereby applying the previous knowledge, connect it with the new knowledge based on the experiences they are engaged in. Therefore, taking Graphic Design students outside or on a trip to experience what has been learnt in class has the potential of increasing their knowledge base and understanding of the students and or the teachers as a whole.

Moreover, when field trips become impossible due to the resources available to the institution, or due to the fact that there are no concrete sites for showing abstract or

complex theories to learners, other means may be developed and used. For instance, taking students to publishing house to experience the what happens in the various department of publishing house like the estimation department, Pre-Press department, Press department and the Post Press department, all may be impossible due to proximity, resource available but with the help of virtual reality animations or models, these concepts may be comprehended by the students. Again from this study, about 75% of the teachers indicated that they use virtual reality animations while about 100% indicated that they make use of models in teaching Graphic Design to students. Likewise, 62.5% of the students showed that they enjoy lessons when teachers use virtual reality animations to explain concepts in Graphic Design. On the contrary, 75% of students do not enjoy it when teachers continuously replace field trips with the use of virtual field trip. On a whole, there is no doubt that the use of animations and models are strategic resources that help to enhance the understanding of students. According to Orion (1993) model, there is the need to base on the summary of the complex and abstract concepts that have been made easier through field trips to new situations or levels. If models are developed, it may prevent some of the students who have fear for embarking on field trips as according to Falk and Balling (1980), settings that are too novel cause fear and nervousness. In this regard, experiencing the concepts via virtual reality animations could help reduce the fear and at the same time increase the comprehension levels of students. Concurrently, both teachers and the students agreed that another way of integrating field trips into learning is to practice from the environment where the students live. For this reason, 100 % of the teachers said that they ask the students to identify what has been learnt in class in the community where they find themselves. Likewise, 75% of the students confirmed that they were able to identify the features they were asked to identify in the community and 100 % of them

were in agreement with the use of pictures in place of embarking on field trips. The practice of identifying features in the environment and the use of pictures may be referred to as an alternate way of integrating field trips into the teaching and learning process. According to Tal and Steiner (2006), it is possible to view field trips from different angles; some of which may be beneficial as others remain unbeneficial to both teachers and students. Identifying features from one's environment may be one of the best ways of embarking on personal field trips.

#### **4.3 Research Question 2: How Do the Knowledge and Experiences Gained during Industrial Field Trips Improve on Student Studies and Life as a Whole?**

This section of the study sought to find out from both Graphic Design teachers and students the extent to which field trip encourages effective learning and the extent to which field trip provides experiences and learning among the students.

To answer this question, the researcher used all the two instruments, thus teachers' interview guide and students' interview guide. The information collected from the teachers is presented in Table 5.



**Table 5**

*Teachers' view On How Knowledge and Experiences Gained During Field Trip Improve On Student's Studies and Life.*

<b>Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>A(%)</b>	<b>SA (%)</b>
Staff conducted interesting lesson	-	-	1(25%)	3(75%)
Students have enough time to ask staff questions at the site			2(50%)	2(50%)
The site kept the attention of the your students	-	-	1(25%)	3(75%)
Would you like to visit the site in future with other students	-	-	1(25%)	3(75%)
Much instruction was provided at the site	-	-	-	4(100%)
Field trip provides education opportunities that cannot be learned in the classroom				4(100%)
Students enjoy field trips because they can interact with their classmates and teachers in an environment other than the classroom.				4(100%)
Going on a field trip can give a student idea about possible careers in Graphic Design to consider.				4(100%)
Field trips allow students to develop interviewing skills, note taking, and other important skills.			1(25%)	3(75%)
Field trips help students to understand the topics discussed in class.			2(50%)	2(50%)

**Source: Field Survey, Koffie (2022)**

It could be seen from the table that all the Graphic Design teacher respondents who took part in this study all agree to the fact that all the institutions that they had ever been to conducted an interesting and great lesson. From the Table 7, it could be seen that one teacher respondent representing 25% agreed that there had been an interesting lesson while the other 3 teacher respondents representing 75% strongly agreed that the staff of the institutions that they had visited conducted an interesting lesson while they are there with their students.

Again from Table 5, it could be reveal that half of the teacher respondents, thus 2 respondents representing 50% confirmed that their student had enough time at the site to ask questions about things that they do not understand while the other 2 teacher respondent strongly agreed that their student ask questions at the site. Thus, all the teacher respondents agreed that their student asked question when they embarked on the field trip. This attitude of questioning skills will prepare the student for a better opportunity in their future. Again, the all the four teacher respondents representing 100% agreed that all the sites they have visited before kept attention of the students. One teacher (25%) agreed that the site kept the attention of the students while 3 teacher respondents representing 75% strongly agreed. This revelation alludes to the fact that the sites visited by the Graphic Design teachers and students were well thought of and well related to Graphic Design practices. Interestingly, due to the effectiveness of the sites and their staff, all the teacher respondents agreed that they would like to visit those places in the future with their students, one teacher representing (25%) agreed while 3 teacher respondents representing (75%) strongly agree. One reason majority of the teachers agreed visiting the same sites is that there was enough instruction provided at the various sites, these instructions reduced any form of accidents or harm to both students and teachers at the sites, these instructions also enable student to follow rules and regulation at the various sites. All teacher respondents representing 100% of the respondents agreed that enough instructions were provided at the various sites they had visited.

Nevertheless, according to the table 5, it has been reveal that Graphic Design students can use field trip as an opportunity to learn about job careers and opportunities that that available in the industry and areas of Graphic Design they can venture into after completion of school or course available to them in the tertiary institution. Table

5 reveals that all the teacher respondents representing 100% strongly agreed that Field trip can provides education opportunities that cannot be learn in the classroom to the student. All the teacher respondents representing 100% strongly agreed that students enjoy field trips because they can interact with their classmates and teachers in an environment other than the classroom. This enables students to feel at home, ask question, participate in whatever goes on at the site.

According to Table 5, all the teacher respondents confirmed that field trips allow students to develop interviewing skills, note taking, and other important skills. These are skills teachers encourage the students to develop and adopt at the various sites as they observe, demonstrate and participate in the ongoing activities at the site. One teacher respondent representing (25%) agreed to the statement while 3 teacher respondents representing (75) strongly agreed.

Again, it had been agreed by all the four teacher respondents that field trips help students to understand the topics that they have discussed in class. Theoretical topics, unfamiliar topics and complex practices in Graphic Design have the tendency to be well understood when encountered on field trip, with this the student get the opportunity to have better explanation, demonstration, observation and the chance to watch the process in reality. This helps the students to understand the topics better and have much to say concerning such topics.

All the four teacher respondents representing 100% also stated through the study that before embarking on the field trip, they prepare students through Brainstorming to determine possible questions to ask at the site, reviewed rules for proper conduct on a field trip, objectives of the trip explain to the students, briefing

students about the history related to the trip and finally assigning students a learning task at the site.

All the four teacher respondents representing 100% indicated that they involve students parent when organizing the field trip through sending of letters, calling parents, sending short messages and sometimes using the departmental What's up platform or parent. In addition to this, apart from the Graphic Design teacher who organizes the field trip, all the four teacher respondents also agree that they took along other teachers from the Visual Arts department when embarking all the trip, minimum number of teachers mentioned were two while maximum mentioned was five.

**Table 6**

*Students' View on how Knowledge and Experiences Gained During Field Trip Improve on Student's Studies and Life.*

<b>Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
Staff conducted interesting lesson	-	2(12.5)	4(25%)	10(62.5%)
Do you have enough time to ask staff questions at the site	-	3(18.75)	8(50%)	5(31.25%)
The site kept our attention	-	1(6.25)	10(62.5%)	5(31.25%)
Would you like to visit the site in future	-	5(31.25%)	8(50%)	3(18.75%)
Much instruction was provided at the site	-	2(12.5)	6(37.5)	8(50%)
Field trip provides education opportunities that cannot be learn in the classroom	-	-	6(37.5)	10(62.5%)
I enjoyed field trips because I can interact with my classmates and teachers in an environment other than the classroom.	1(6.25%)	1(6.25%)	6(37.5%)	8(50%)
Going on a field trip gives me an idea about possible careers in Graphic Design to consider.	-	-	4(25%)	12(75%)

Field trips allow me to develop interviewing skills, note taking, and other important skills.	1(6.25%)	2(12.5%)	5(25%)	8(50%)
Field trips help me to understand the topics that we have discussed in class.	2(12.5%)	2(12.5%)	4(25%)	8(50%)

**Source: Field Survey, Koffie (2022)**

Table 6 above reveals students view on how knowledge and experiences gained during field trip improve on their learning. From the table, it could be seen that majority of the Graphic Design student respondents who took part in this study agreed to the fact that all the institutions that they had ever been to conducted an interesting and great lesson. From the Table 6, it could be seen that 4 students representing 25% agreed that there had been an interesting lesson while 10 student respondents representing 62.5% strongly agreed that the staff of the institutions that they visited conducted an interesting lesson while they were there, the other minority of student respondents 2(12.5%) disagreed that the staff conducted an interesting lesson at the site with the reason that all the lessons were conducted in English.

Again, from the Table 6, it could be revealing that majority of the student respondents confirmed that they had enough time at the site to ask questions about things that they do not understand while the other 3 student respondent representing (18.5%) disagreed that they ask questions at the site. 8 student respondents representing (50%) agreed while 5 student respondents representing (31.25) strongly agreed that they asked question when they took part in field trip. This attitude of questioning skills will prepare the student for a better opportunity in their future. Again, the majority of the student respondents agreed that the sites they have visited kept their attention. 10 student respondents representing (62.5%) agreed that the site kept their attention while 5 other student respondents representing 31.25% strongly agreed, only one student respondent representing (6.25%) disagreed on this. This revelation alludes to the fact

that the sites visited by the Graphic Design teachers and students were well thought of and well related to Graphic Design practices and are relevant. Interestingly, due to the effectiveness of the sites and their staff, majority of the student respondents agreed that they would like to visit those places in the future, 8 student respondents representing (50%) agreed while 3 student respondents representing (18.75%) strongly agree but on the contrary 5 student respondents representing (31.25%) disagreed to visiting those sites again. Main reason why majority of the students agreed to visiting the same sites is because of the new skills and knowledge that they had learnt at the site, also visiting a place for the first time in one's life also generate anxiety within the student. Majority of the student respondents representing 87.5% of the respondents agreed and strongly agreed that enough instructions were provided at the various sites they had visited only 2 student respondents (12.5%) disagreed that enough instruction was provided at the site.

From Table 6, it has been showed that Graphic Design students can use field trip as an opportunity to learn about job careers and opportunities that are available in the industry and areas of Graphic Design they can venture into after completion of school and course available to them in the tertiary institution. The Table 6 reveals that 10 student respondents representing 62.5% strongly agreed that Field trip can provides education opportunities that cannot be learn in the classroom to the student while 6 students representing 37.5% agreed. When students were asked whether or not if they enjoyed field trips because of interactivity nature especially with their classmates and teachers in an environment other than the classroom, one student respondents representing (6.25%) strongly disagreed while another one student representing (6.25%) disagreed, 6 students representing (37.5%) agreed while the other 8 students

representing (50%) strongly agreed. This means that majority of the student feel at home, ask question, participate in whatever goes on at the site.

According to Table 6 again, all the student respondent confirmed that field trips enable them to develop interviewing skills, note taking, and other important skills. These are skills teachers encourage the students to develop and adopt at the various sites as they observe, demonstrate and participate in the ongoing activities at the site. One student representing (6.25%) strongly disagreed to the statement and indicated that he does not developed such skills while 2 student respondents representing (12.5) also disagreed but majority of the student comprising of 5 student respondents representing (25%) agreed to the statement while 8 student respondents representing (50%) strongly agreed that they developed such skills.

Also, it has been agreed by majority of the student respondents that field trips help them to understand the topics that were discussed in class. Theoretical topics, unfamiliar topics and complex practices in Graphic Design have the tendency to be well understood when encountered on field trip, with this the student get the opportunity to have better explanation, demonstration, observation and the chance to watch the process in reality. This help the students to understand the topics better and have much to say concerning such topics. Only two student respondent representing (12.5%) disagreed while another 2 representing (12.5%) strongly disagreed.

The student also confirmed that before embarking on the field trip, they were prepared by the teachers through Brainstorming to determine possible questions to ask at the site, reviewed rules for proper conduct on a field trip, objectives of the trip were explained to them, briefing students about the history related to the trip and finally assigning students a learning task at the site.



All the student indicated that their parents were involved when organizing the field trip through sending of letters, calling parents, sending short messages and sometimes using the Visual Arts Department WhatsApp platform. In addition to this, apart from the Graphic Design teacher who organizes the field trip, all the 16 students representing 100% respond also agree that they took along other teachers from the Visual Art department when embarking on all the trip, minimum number of teachers' mention was two while maximum mentioned was 5.

#### **4.4 Research Question 3: What are the Challenges that Prevent Graphic Design Teachers from Organizing Industrial Field Trips in Abura Asebu Kwamankese District?**

To every institution, program or method, there may exist some challenges in one way or the another. This research question three therefore is set to investigate some of the challenges involved in organising and embarking on educational field trip involving Graphic Design teachers and students. The information gathered from the research interview from both Graphic Design teachers and students are presented in table 7 and 8 respectively.



**Table 7**

*Teachers Report on Challenges that Prevent Graphic Design Teachers and Students from Organizing and Embarking on Field Trips in the District.*

<b>Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>A(%)</b>	<b>SA (%)</b>
Procedures involved in organizing field trip are stressful	1(25%)			3(75%)
Seeking permission from stakeholders and administrators is difficult		2(50%)		2(50%)
I feel discouraged if students do not appreciate my effort by displaying negative attitudes	4(100%)			
Technology has destroyed interests in field trip	3(75%)			1(25%)
I get discouraged by lack of well experience or educated guides at the field trip site	4(100%)			
Lack of financial support for field trips makes it difficult to embark on field trip	2(50%)			2(50%)
Duration or time factor of field trip deters you from embarking on field trip	3(75%)			1(25%)

**Source: Field Survey, Koffie (2022)**

Table 7 revealed that the procedures involved in organising field trip are stressful. This is indicated by the majority of teacher respondents as 3 teacher respondents representing 75% strongly agreed that organising field trip is stressful while only one teacher respondent representing 25% strongly disagreed, this is due to the experience he had acquired over time organising such field trip and the massive support from parents made it easy for him. Furthermore, seeking permission from stakeholders, authority and administrators is another area very important in organising field trip, half of the teacher respondent, thus 2 representing (50%) strongly agreed that seeking permission for embarking on field trip is stressful while the other half (50%)

disagreed. Again, all the 4 teacher respondents representing (100%) strongly disagreed that they feel discourage when students do not appreciate their effort by displaying negative attitudes, they site experience, determination and selflessness as the reason why they do not get discourage by the behavior of students even when they are not appreciated.

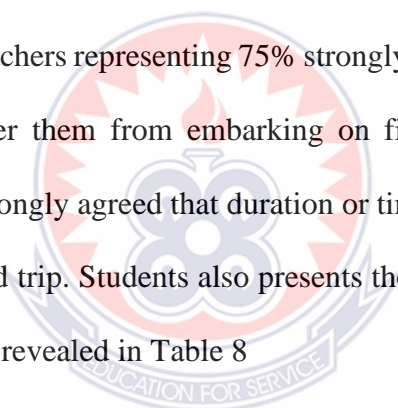
Furthermore, the teacher respondents have indicated that the emergence of technology has not destroyed the beauty, impacts and interest of field trip in complementing it with classroom lessons. This is revealed through the result obtained that 3 teacher respondent representing 75% strongly disagreed to the statement “Technology has destroyed interests in field trip”. Only one respondent representing (25%) of teacher respondents strongly agreed that technology has destroyed his interests in field trip.

Other challenges teachers usually face when embarking on field is lack of well experience or educated guides at the field trip site but interestingly all the 4 teacher respondent representing 100% strongly disagreed to the statement that they get discourage by lack of well experience or educated guides at the field trip site. According to the teachers, they always make an earlier arrangement with the institution that they are about to visit to make provision for a well experience and knowledgeable personnel or staff to handle the student at the site.

One fundamental challenge known to be a lava eating deep into the fabric of our education system is lack of finance in carrying out implementations. Half of Graphic Design teacher respondents strongly agreed to this statements or occurrences while the other 2 respondents representing (50%) teacher respondent strongly disagreed to the statements. Those that disagreed mentioned that students always feel happy and excited

whenever they get the chance to leave the school premises to the outside world to learn, so they do everything possible to gather money and pay for the trip while those that agreed to the statement bemoaned how some parents do not get the understanding or importance of the trip and sometimes refuse to pay for the trip, others also complain of not having any lucrative job doing to pay for their wards. The recent financial setback in most Senior High Schools which came with the introduction of the Free Senior High School where no parent is expected to pay any money in the schools since the government has catered for or made provision for everything that students need in the school. This put fear into some school authorities to organize and charge parent to pay for their wards for the purpose of field trip.

And finally 3 teachers representing 75% strongly disagreed that duration or time factor of field trip deter them from embarking on field trip, only 25% of teacher respondent testify or strongly agreed that duration or time factor of field trip deter him from embarking on field trip. Students also presents their views on the challenges and their findings, these are revealed in Table 8



**Table 8**

*Students Report on Challenges that Prevent Graphic Design Teachers and Student from Organizing and Embarking on Field Trip in the District.*

<b>Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>A(%)</b>	<b>SA (%)</b>
Procedures involved in organizing field trip are stressful	2(12.5%)	1(6.25%)	7(43.75%)	6(37.5%)
Seeking permission from stakeholders and administrators is difficult	2(12.5%)	4(25%)	2(12.5%)	8(50%)
I feel discouraged when students do no appreciate teachers effort by displaying negative attitudes	5(31.25%)	6(37%)	4(25%)	1(6.25)
Technology has destroyed interests in field trip	3(18.75%)	3(18.75%)	6(37.5%)	4(25%)
I get discouraged by lack of well experience or educated guides at the field trip site	8(50%)	2(12.5%)	6(37.5%)	
Lack of financial support for field trip makes it difficult to embark on field trip	2(12.5%)	1(6.25%)	5(31.25%)	8(50%)
Duration or time factor of field trip deters you from embarking on field trip	8(50%)	2(12.5%)	5(31.25%)	1(6.25%)

**Source: Field Survey, Koffie (2022)**

In line with the response given by the Graphic Design teachers, 7 students representing 43.75% agreed while 6 student respondent representing 37.5 also strongly agreed that procedures involve in organizing field trip is stressful. The remaining 18.75% of the student disagreed and strongly disagreed to the statement. Also 2 of the students representing (12.5%) and 8 students representing (50%) of the student respondents respectively agreed and strongly agreed that seeking permission from stakeholders and administrators is difficult, only 2 of the students representing (12.5%) and 4 of the students representing (25%) respectively disagreed and strongly disagreed

to the statement. Also 5 of the respondents representing (31.25%) and 6 of the respondents representing (37%) of the student respondents respectively strongly disagreed and disagreed that they feel discourage if their colleagues students do not appreciate the effort of the teachers by displaying negative attitudes.

Majority of the student respondents stated that the introduction of technology has destroyed their interest in field trip by students as 6 of the respondents representing (37.5%) agreed and 4 respondent representing (25%) of the student strongly agreed to this statement. Furthermore, majority of the student respondents comprising of 8 respondents representing (50%) and 2 respondents representing (12.5) respectively strongly disagreed and disagreed that they get discourage by lack of well experience or educated guides at the field trip site while the remaining 6 student respondents agreed to the statements. Majority of the student respondents revealed that lack of financial support from their parents and guidance towards field trip is one of the major setback, 5 respondents representing (31.25%) and 8 respondents representing (50%) of the students agreed and strongly agreed to the statements. Finally, majority of the student, thus 8 respondents representing (50%) and 2 respondents representing (12.5%) disagreed strongly that duration or time factor of field trip deter them from embarking on field trip.

#### 4.5 Research Question 4: How does field trip impact on students who are learning and practising Graphic Design in Senior High Schools within Abura Asebu Kwamankese District?

Graphic Design and Arts Education can make a significant contribution to the total education of children. It can impact their attitude to learning, perceptions of learning and motivation. Outside the classroom, creativity is a skill that employers think worthwhile in their potential employees. It is important to assess the impact of every decision and steps taken in educating our children and youth. The purpose of Table 9 and 10 is to assess the impact of field trip on students who are learning and practising Graphic Design in Senior High Schools in A.A.K District?

**Table 9**

*Results or Impact of Industrial Visitation on Students who are Learning and Practising Graphic Design in the selected Senior High Schools: Teachers View.*

Item	SD (%)	D (%)	A (%)	SA (%)
Engagement in field trip enabled students to develop interest in learning how to observe, understand and critique design and art works.				4(100%)
Your students like staying in class to study concepts in Graphic Design after participating in field trip.		1(25%)	1(25%)	2(50%)
Graphic Design works and product seen during field trip motivated students to develop interest in studying about Graphic Designers and their styles of rendering.			1(25%)	3(75%)
Since you came back from field trip, your students like spending their leisure time in solving problems related to Graphic Design.			1(25%)	3(75%)

Has field trip to Graphic Design industry or institutions increased your students interest to study about Ghanaian contemporary designers and artist?	1(25%)	3(75%)	
Has your participation in field trip increased your students interest in producing design work with “found” objects?	1(25%)	1(25%)	2(50%)
As a result of engaging in field trip, has your students interest in computer related designs increased greatly?		2(50%)	2(50%)
Bill boards and signage that you saw during field trip aroused your students interest in learning Graphic Design.		1(25%)	3(75%)
Since you came back from field trip your students spend more time learning how to do things that they saw.	1(25%)	1(25%)	2(50%)
Do you feel field trips are worth the time, expense, and effort?			4(100%)

**Source: Field Survey, Koffie (2022)**

Observing the Table 9 above, it is apparent that all the 4 teacher respondents representing (100%) who took part in this study strongly agreed that student’s engagement in field trip enabled them to develop interest in learning how to observe, understand and critique design and art works, techniques which are very important in grooming great Graphic Designers. Also, majority of the teacher respondents confessed that their students like staying in class to study concepts in Graphic Design after participating in field trip, 2 respondents representing (50%) strongly agreed while one respondents, representing (25%) agreed to the statement making a total of 75% of teacher respondents. Again one teacher respondents representing 25% agreed that



Graphic Design works and product that they saw during field trip motivated their students to develop interest in studying Graphic Designers and their styles of rendering works, while 3 respondent representing (75%) of the teacher respondents strongly agreed to the statements. Teacher respondents also confessed in similar manner to the statement that Since they came back from field trip, their students like spending their leisure time in solving problems related to Graphic Design. Furthermore, majority of teacher respondent consisting 3 respondents representing (75%) confirmed that field trip to Graphic Design industry or institutions increased their students interest to study about Ghanaian contemporary designers and artist while one respondent representing (25%) disagreed to the statements.

Again Table 9 also revealed that majority of the teacher respondents consisting of 2 respondents representing (50%) strongly agreed while one respondent representing (25%) agreed that their participation in field trip increased their students interest in producing design work with “found” objects. One interesting outcomes from this study is the confirmation that comes from all the 4 respondents representing (100%) that as a result of engaging in field trip, their students interest in computer related designs increased greatly. Again, one respondent representing (25%) agreed and 3 respondents representing (75%) strongly agreed that Bill boards and signage that they saw during field trip aroused their students interest in learning more about Graphic Design. Table 9 also revealed that majority of the teachers thus 3 respondents representing (75%) agreed that since they came back from field trip with their students, they spend more time learning how to do things that they saw during the field trip. Finally, all the four teacher respondents representing 100% strongly agreed that field trips are worth the time, expense, and effort because advantages students gained from embarking on field trip outweigh the problems that come with it. It is fundamental that schools recognise



these findings and support each teacher in the use of these field trips to facilitate achievement of learning outcomes throughout the curriculum. The researchers hope that this method of incorporating more field trips within the art curriculum could be widely applied in classroom practice and ultimately challenge current pedagogical practices.

**Table 10**

*Results or Impact of Industrial Visitation on Students who are Learning and Practising Graphic Design in the selected Senior High Schools: Students View.*

<b>Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>A(%)</b>	<b>SA (%)</b>
Engagement in field trip enabled me to develop interest in learning how to observe, understand and critique design and art works.		4(25%)	2(12.5%)	10(62.5%)
I like staying in class to study concepts in Graphic Design after participating in field trip.		3(18.75%)	5(31.25%)	8(50%)
Graphic Design works and products I saw during field trip motivated me to develop interest in studying Graphic Designers and their styles of rendering.		5(31.25%)	8(50%)	3(18.75%)
Since I came back from field trip, I like spending my leisure time in solving problems related to Graphic Design.	2(12.5%)	5(31.25%)	11(68.75%)	
Field trip to Graphic Design industry or institutions increased my interest to study Ghanaian contemporary designers and artists.	5(31.25%)	5(31.25%)	4(25%)	2(12.5%)

My participation in field trip increased my interest in producing design work with “found” objects.	3(18.75%)	5(31.25%)	8(50%)	
As a result of engaging in field trip, my interest in computer related designs works increased greatly.	1(6.25%)	5(31.25%)	10(62.5%)	
Bill boards and signage that I saw during field trip aroused my interest in learning Graphic Design.	2(12.5%)	6(37.5%)	8(50%)	
Since I came back from field trip I spend more time learning how to do things that I saw.	3(18.75%)	6(37.5%)	5(31.25%)	2(12.5%)
I feel field trips are worth the time, expense, and effort.			16(100%)	

**Source: Field Survey, Koffie (2022)**

The result in Table 10 above is the views of students on the results or impact of industrial visitation on students who are learning and practicing Graphic Design in senior high schools, student’s views seems similar to what the teachers shares in the study. From Table 10, it is revealed that 10 student respondents representing 62.5% and 2 respondents representing (12.5%) all agreed and strongly agreed that their engagement in field trip enabled them to develop interest in learning how to observe, understand and critique design and art works, only 4 respondents representing (25%) of student respondents disagreed to the statement. Also majority of student respondents consisting 8 respondents representing (50%) strongly agreed and 5 respondents representing (31.25%) agreed that they like staying in class to study concepts in Graphic Design after participating in field trip. Again, 3 respondents representing (18.75%) disagreed to the statements. The table also revealed that most of the student respondents admitted that Graphic Design works and product they saw during field trip motivated them to develop interest in studying Graphic Design and their styles of rendering with

11 respondents representing (68.75%) of student agreeing to the statement. Furthermore, the table also revealed an interestingly result when students were asked if they like spending their leisure time in solving problems related to Graphic Design since they came back from field trip, 2 respondents representing (12.5%) strongly disagreed, 5 respondents representing (31.25%) disagreed making a total of 7 respondents which represents (43.75%) while majority of the students, thus 11 respondents representing (68.75) agreed to the statement.

Another revelation from Table 10 is that only 4 students representing (25%) and 2 students representing (12.5%) agreed and strongly agreed respectively to the statements that field trip to Graphic Design industry or institutions increased their interest to study about Ghanaian contemporary designers and artist. Majority of the student respondents, thus 10 representing (62.50%) disagreed and strongly disagreed to the statement. Thus students though enjoy embarking on field trip, they are not motivated enough to learn about contemporary Ghanaian artist. On the other hand, majority of the student respondents, thus 13 representing (81.25%) agreed and strongly agreed that their participation in field trip increased their interest in producing design work with found objects.

Another interestingly result for this study is that 15 respondents representing (93.75%) out of 16 respondents (6.25%) all agreed that as a result of engaging in field trip, their interest in computer related designs increased greatly, only one student respondent disagreed to the statement. Again 8 respondents representing (50%) and 6 respondents representing (37.5%) of the student respondents strongly agreed and agreed respectively to the statement that bill boards and signage that they saw during their journey to field trip site aroused their interest in learning Graphic Design more, on the other hand, 2 respondents representing (12.5%) of the student respondents

disagreed to the statement. The table 10 also revealed that majority of the student respondents with 6 respondents representing (37.5%) and 3 respondents representing (18.75) disagreed and strongly disagreed respectively that Since they came back from field trip they spend more time learning how to do things that they saw, 5 respondents representing (31.25%) and 2 respondents representing (12.50%) agreed and strongly agreed respectively to the statement. This implies that majority of the student do not get enough motivation to try their hands on producing things that they saw during field trip. Finally, all the student respondents, thus 16 representing (100%) strongly confirmed that feel field trips are worth the time, expense, and effort.

Some impacts that students and teachers who took part in this study gave as are the reasons why field trip should be incorporated into the curriculum, examples of these impacts are as followed, students like to touch, see and experiment with things, Graphic Design is a practical oriented subject that needs hands on skills activities, most machines, tools and materials used in Graphic Design industries cannot be found in senior high schools and universities, field trip therefore make it easier for student to see those things. Also field trip refreshed some topics students learnt in class, field trip is also a way of breaking monotony with the theoretical way of teaching in a classroom. It is also an effective tool to be used by a teacher to motivate students and creates room for experiences. Field trip also expose student to the real world of Graphic Design, it encourages students in the use of Graphic Design tools and learn more from design concept, teachers use it as teaching aid or technique, help students to know the kind of machines used in the industry, broaden student knowledge on Graphic Design concept and finally help the teacher in finishing most of the Graphic Design topics in the syllabus. Furthermore, the researcher posited that the use of field trips in the teaching and learning of Graphic Design has the potential of influencing the understanding levels

of students and teachers. That is, during the actual field trips or in the use of virtual reality animations or models, students may construct new ideas from what they would have imagined from the theories taught in the classroom. The findings of this study were in line with those conducted earlier as Orion (1993) showed that field trips serve as a concrete bridge towards more abstract learning levels which makes field trips the central part of the teaching programme rather than using it as a summary of enrichment activity.

Taking care of students is not an easy task, to the extent of taking them out of the classroom on a field trip. Controlling teenagers and young adult could be very difficult and demanding. Likewise, in this study, both Graphic Design teachers and students revealed that there are some challenges associated with the organization of field trip. Thus about 75% of teachers and 81.25% of students have shown that the procedures involved in organizing and embarking on field trip is stressful. Also 50% of teachers and 62.5% of students revealed that it is difficult task seeking permission from stakeholders and administrators before embarking on field trip. This finding is in line with findings of Braund and Reiss (2004) and Carroll (2007) who found out that field trips are difficult to organize as it comprises of explicit practices that needed to be followed for effective learning experiences. These explicit processes and procedures could pose as an obstacle to teachers and students if some levels of flexibility are not allowed.

Strict rules may be difficult for many people to follow; teachers may find it demanding to follow all the complex processes in securing approval for embarking on field trip. Sorensen (2003) and Anderson et al. (2006) support the finding that they recommended procedures for ensuring maximum and effective outcome from field trip are difficult to adhere to by teachers. Therefore, one could posit that effective and

efficient field trip can only be organized and embarked upon by teachers who are determined to control students and fulfill all the obligation that may be demanded by both students and the school. This implies that majority of the Graphic Design teachers teaching in Senior High Schools may not be able to embark on field trips on regular basis due to the conditions surrounding its implementation. Meanwhile Anderson et al (2006), stated that institutional barriers sometimes prevent teachers from maximizing the learning opportunities that out of classroom learning experiences presents.

For instance, Sorensen (2003) posited that most of the teachers, including Graphic Design teachers continue to perceive field trip as a day out event which indicates that teachers may not put in much effort to enhance learning. In addition, management of students' behaviour is another difficult task most teachers have to bear. One of the hindrances is the lack of financial support for field trip as shown above in table 9 and table 10 respectively where 50% of teachers and 81.25% of students respectively agreed to the statements. The lack of zeal of the teachers couple with circumstances surrounding field trip organization and its implementation has the potential of lowering or reducing the quality of experiences students are expected to gain from the trip. That is, even though, students might engage on a field trip to the most educational site, they might end up achieving very little compare to what they are supposed to gain on the average.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Overview**

This chapter presents the summary of the entire research in addition to the key findings. Based on these key findings, conclusions were drawn by the researcher. This chapter also presents the recommendations made based on the research findings which the researcher believes if well implemented, can improve the effectiveness of field trip in Senior High Schools in Ghana. Information gathered from the study was based on responses gathered through interviews with Graphic Design teachers and students selected for the study.

#### **5.1 Summary**

The main aim of the study was to ascertain if field trip take place in Senior High Schools with Visual Art department especially those offering Graphic Design as elective in Abura Asebu Kwamankese District of Central Region in Ghana and to examine how this field trip could be utilized in the teaching and learning of Graphic Design across these schools. In this regard, four research objectives were formulated to guide the study. Based on the objectives stated in the study, four research questions were developed. These are:

1. What methods of teaching and learning can effectively complement the theoretical aspect of Graphic Design curricula?
2. How do the knowledge and experiences gained during educational field trips improve on students' academic performance?



3. What are the challenges that prevent Graphic Design teachers from organizing field trips in Abura Asebu Kwamankese District?
4. How does field trip impact on students who are learning and practising Graphic Design in Senior High Schools within Abura Asebu Kwamankese District?

To answer these questions, the researcher adopted qualitative research approach to the study, thus the researcher collected and analysed data qualitatively. From a population of Graphic Design teachers and Graphic Design students in the Visual Arts department in the Senior High Schools across Abura Asebu Kwamankese District, the researcher selected 4 teachers and 16 students. The sample was obtained using the purposive sampling method and simple random technique. From these respondents, the researcher used two sets of research interview guide questions, the interview guide was used to collect the qualitative data from the teachers and students respectively. For data processing and analysis, the researcher used descriptive statistic where frequencies count and percentages were used to present the data in tabular form and meaning from the data were derived using thematic analysis, this was used to grouped the data into themes and discussed.

## **5.2 Findings**

From the analysis, the following key findings were obtained:

1. Teachers and students have been embarking on field trip in the senior high schools across the district. The main teaching technique of integrating this field trips into the teaching and learning process is to actually embark on field trips as stated by 75% of the teachers and 100% of the students. Also, it was shown that when field trips become impossible to embark on, teachers make use of virtual reality animations (as indicated by 75% of the teachers and 75% of the



students), models and pictures (as indicated by 100% of the teachers and 62.5% of students) to enhance the understanding of students. On the contrary, 50% of the students revealed that they do not enjoy it when teachers continuously replace field trips with the use of models.

2. Research question two revealed that all the teachers, thus 100% of the respondents believed and stated that “field trip provides educational opportunities that cannot be done in the classroom” while 62.5% of students agreed with teachers. Also it was revealed through the study that 100% of teachers and 75% of student confirmed that going on a field trip gives student idea about possible careers in Graphic Design to consider. And again 75% of students confessed that “field trips enable them to develop interviewing skills, note taking, and other important skills which help them in their intellectual development”.
3. Furthermore, the study revealed that there exist some challenges with the use of field trip in Senior High Schools. some of the main challenges presented were the stressful nature of the organising field trip as confirmed by 75% of teachers and 81.5% of students, the difficult nature of seeking permission from stakeholders and administrators is also confirmed by 62.5% of students and 50% of teachers and lack of financial support from the government, Ministry of Education, educational stake holders and heads of the various schools as most student confessed that they used their own pocket money to pay for the trip, teachers also confessed that inability of parents paying for the student discourages them from organising the trip. Finally, majority of the students 62.5% indicated that the emergence of technology has destroyed their interest

in field trip while 75% of teachers indicated that technology has not influence field badly.

4. Finally, the last research question brought to bear some impact of field trip on the development of student interest toward studying Graphic Design practical's and theories. The study revealed that because of engagement in field trip students developing interest in learning how to observe, understand and critique design and art works has increased as 75% of students and 100% of teachers confessed to the statements, it has also been revealed through the study that the rate at which students stay in class to study concepts in Graphic Design after participating in field trip increase tremendously as 75% of teachers 81.25% of students confirmed to the statement. All the teachers also revealed through the study that as a result of engaging in field trip, students interest in computer related designs increased greatly as confirmed by 68.75% of the students and both teacher and student strongly agreed that field trips are worth the time, expense, and effort because of its numerous advantages to the students and teachers as whole.

### **5.3 Conclusions**

Teachers teaching at the Senior High Schools have been embarking on field trip with student at a rate of at least once a year but after the emergence of Covid 19 pandemic, there has been a sharp decline in organising and embarking on field trip among Senior High Schools.

It could be concluded from the study that field trips to Graphic Design industrial locations are a beneficial learning aid and a means of fostering students' creativity and practices in Graphic Design Education. Field trips can also be an effective way to

implement experiential learning in Senior High Schools across the country especially in Graphic Design and Art Education, field trips are particularly useful because they can be used to complement course content. Furthermore, the researcher posited that the use of field trips in the teaching and learning of Graphic Design has the potential of influencing the understanding levels of students and teachers. That is, during the actual field trips or in the use of virtual reality animations or models, students may construct new ideas from what they would have imagined from the theories taught in the classroom. The findings of this study were in line with those conducted earlier as Orion (1993) showed that field trips serve as a concrete bridge towards more abstract learning levels which makes field trips the central part of the teaching programme rather than using it as a summary of enrichment activity. Therefore, field trips have the potential of helping students and teachers to gain new knowledge that may not have been obtained through theoretical learning in the classroom.

Planning and organizing a successful field trip can be a great deal of work for the organizer. However, by following the simple steps in each of the pre-trip, trip, and post-trip stages, your participants can greatly benefit from your labour. Also when a well-developed field trip plan is presented to administrators, many of their concerns are usually addressed. Field trips should be an integral part of extension programming. If senior high schools properly plan and execute educational field trips, everyone can benefit from the experience.

Also, it is important to note that even though some students displayed unwarranted attitude towards field trips as stated by teachers, majority of the students were motivated to learn something new as their motivation and anticipation levels were directed towards the trip, the intrinsic motivation of the students were expected to prepare them to discovering new knowledge from the field trip. Because the students

were motivated enough, they enjoyed the field trips and learn at the same time in their studies. Students have been motivated to appreciate science and environmental concepts and enjoy embarking on these types of field trips. It is important to state that field trips to other aspects such as Graphic Design industries or sites can yield similar results if the work put in the preparation phase of the field trips motivates students to explore new ideas and experience.

Furthermore, no matter the circumstances, there may be some challenges associated with the organisation of field trips. Challenges can be minimized when proper planning is done before engaging student in field trip. Meanwhile Anderson et al (2006), stated that institutional barriers sometimes prevent teachers from maximizing the learning opportunities that out of classroom learning experiences presents. Therefore, it can be posited that in organising field trip, teachers and students may face some challenges from the institution or from their own colleagues but these challenges can never be compare with the benefit that comes with embarking on field trip.

#### **5.4 Recommendations**

Based on the findings from this study and the conclusions that were drawn from the research, the following recommendations are put forward:

1. Art teachers who organize excursion should ensure that the field trip fits solidly into the current lesson plan, i.e. the subject matter being studied at that time and also the location should be relevant to the study of Graphic Design and practices.
2. Due to the changing dynamics in the practice of Graphic Design which is switching entirely to digital technology, there is the need to train Graphic

Design teachers in the use of Computer-Aided Design programmes and the use of computer simulations to enhance practical training of students.

3. Though field trip is incorporated into the teaching syllabus for Graphic Design by the Curriculum Research and Development Division of the Ministry of Education, the various Senior High schools, heads of institutions must support these excursion/field trip programmes rolled out by the Visual Arts Department in their schools by providing the means of transportation and other essential resources to facilitate these field trips to Graphic Design industries, shops, and institutions.
4. While at the site, teachers need to be actively involved in the educational components of the field trip. That would include, but not be limited to, brief lessons featuring some type of student interaction, being available to answer questions at various locations around the site, and giving the students an assignment to do on their own while at the site or after the trip.
5. Funds should be allocated by the Ministry of Education, District Education Directors and the management of Senior High Schools to Visual Arts department to facilitate educational field trips. Thus with the help of this fund, teachers may be able to organise at least one educational field trip in semester.

The researcher would like to suggest further broader study to find out the best educational field trip locations, industries or enterprise in the entire country. This will help to obtain a concrete document that will show which field trip location best suits a given topic.

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## APPENDICES

### APPENDIX A

#### UNIVERSITY OF EDUCATION, WINNEBA DEPARTMENT OF ART EDUCATION

##### RESEARCH INTERVIEW QUESTION FOR GRAPHIC DESIGN TEACHERS

This interview is structured for academic purpose in order to help the researcher obtain information which will be used in his research titled; **‘IMPACT OF INDUSTRIAL FIELD TRIP ON GRAPHIC DESIGN STUDENT LEARNING AND PRACTICES.’**

Your identity and responses will be treated highly confidentially as much as possible.

**Thanks for your cooperation!**

##### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF GRAPHIC DESIGN TEACHERS

- 1) Sex: Male ( ) Female ( )
- 2) Age range: below 25 ( ) 26-30 ( ) 31-40 ( ) 41-50 ( ) 51 + ( )
- 3) Apart from Graphic Design, what other subject do you teach  
.....
- 4) Highest educational background: HND ( ) Degree ( ) M.A ( ) M Phil ( )
- 5) what is your area of highest educational specialisation?
- 6) what form do you teach? 1 ( ) 2 ( ) 3 ( )
- 7)How long have you been teaching? .....

**SECTION A: INTEGRATION OF TEACHING AND LEARNING METHODS  
THAT EFFECTIVELY COMPLIMENT THE THEORETICAL ASPECT OF  
GRAPHIC DESIGN CURRICULA.**

**RESEARCH QUESTION ONE**

- 1) Do you include field trips in your teaching?
- 2) For what purpose do you include field trips in your teaching?
- 3) What types of places do you take students on field trips?
- 4) Who plans the field trips?
- 5) Have you taken any field trips this year? How many field trips do you include in a typical year?
- 6) Do you take virtual field trips?
- 7) Do you use virtual reality, animations with the help of projectors and laptops in class?
- 8) Do you use models at times in place of actual field trip?
- 9) Do you ask students in class to gather information from the community when they go home?
- 10) Do you use pictures from student text book when embarking on field trip?

**SECTION B: EXTENT TO WHICH THE KNOWLEDGE AND  
EXPERIENCES GAIN DURING INDUSTRY FIELD TRIP IMPROVES ON  
STUDENT'S STUDIES AND LIFE AS A WHOLE**

**RESEARCH QUESTION TWO**

- 1) In what ways did you prepare your students for the trip? (Circle all that apply.)

Brainstormed to determine possible questions to ask at the site

Reviewed rules for proper conduct on a field trip

Explained the objectives of the trip

Told you about the history related to the trip

Assigned students a learning task at the site,

Other, please explain \_\_\_\_\_

- 2) How did you involve students parent in your field trip? \_\_\_\_\_
- 3) How many other teachers went on the trip together with you?
- 4) How much instruction did you provide at the site?
- 5) What are some of the teaching strategies do you incorporate at the site?
- 6) Are they different from strategies you normally used in the classroom and how are they different.
- 7) How much time did you give to the students to explore the site on their own?
- 8) Do the staff at the site conducted interesting lessons. (1 = no lessons; 5 = great lessons) 1 2 3 4 5
- 9) Do students have enough time to ask the site staff questions of their own. (1 = none; 5 = plenty) 1 2 3 4 5
- 10) Does the site kept the attention of your students. (1 = not at all; 5 = very well)  
1 2 3 4 5
- 11) Would you like to visit the site in a future with other groups of students. (1 = no; 5 = very much) 1 2 3 4 5
- 12) What did you do to follow up on the field trip? (Circle all that apply)  
Class discussion) (Written assignment) (Pencil and paper test)  
Project Other\_\_\_\_\_

13) what are some of your experiences that you gain during the field trip?  
.....  
.....  
.....  
.....

14) Among the experiences you had with your students, mention those that helps the students to understand Graphic Design concept more  
\_\_\_\_\_  
\_\_\_\_\_

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(Please circle 1 if you strongly disagree with the statement. Circle 5 if you strongly agree.)

15) Field trips provide educational opportunities that cannot be done in the classroom. 1 2 3 4 5

16) Students enjoy field trips because they can interact with their classmates and teachers in an environment other than the classroom. 1 2 3 4 5

17) Going on a field trip can give a student idea about possible careers in Graphic Design to consider. 1 2 3 4 5

18) Field trips allow students to develop interviewing skills, note taking, and other important skills. 1 2 3 4 5

19) Field trips help students to understand the topics that we have discussed in class. 1 2 3 4 5

**SECTION C: RATE AT WHICH TEACHERS EMBARK ON FIELD TRIP IN TEACHING GRAPHIC DESIGN**

Using the scale of (1 = not at all; 5 = very frequently)

- 1) How often do you make use of field trip in teaching Graphic Design?
- 2) How often do you assess student after field trip?
- 3) How often do you think field trip should be used in teaching and learning Graphic Design in senior high schools?
- 4) How often do you use virtual reality in teaching Graphic Design?
- 5) How often do you use model in teaching Graphic Design in place of field trip?
- 6) What types of activities do you do before the field trip?
- 7) What types of activities do you do after the field trip?

**SECTION D: CHALLENGES THAT PREVENT GRAPHIC DESIGN  
TEACHERS FROM ORGANIZING INDUSTRIAL FIELD TRIP IN ABURA  
ASEBU KWAMANKESE DISTRICT.**

**RESEARCH QUESTION THREE**

- 1) Who pays for the field trips?
- 2) Are procedures involved in organizing field trip stressful?
- 3) Is seeking permission from stakeholders and administrators difficult
- 4) Do you feel discourage if students do no appreciate your effort by displaying negative attitudes?
- 5) Has technology destroy your interests in field trip?
- 6) Do you get discourage by lack of well experience or educated guides at the field trip site?
- 7) Does lack of financial support for field trips make it difficult to embark on?
- 8) Does duration or time factor of field trip deter you from embarking on field trip?





**SECTION E: IMPACT OF FIELD TRIP IN THE DEVELOPMENT OF SENIOR HIGH SCHOOL STUDENTS' INTEREST TOWARDS STUDYING GRAPHIC DESIGN THEORY?**

**RESEARCH QUESTION FOUR**

- 1) Has engagement in field trip enabled your students to develop interest in learning how to observe, understand and critique design and art works?
- 2) Do your students like staying in class to study concepts in Graphic Design after participating in field trip?
- 3) Does Graphic Design works and product you saw during field trip motivated your students to develop interest in studying Graphic Design and their styles of rendering?
- 4) Since you came back from field trip, does your students like spending their leisure time in solving problems related to Graphic Design?
- 5) Has field trip to Graphic Design industry or institutions increased your students interest to study about Ghanaian contemporary designers and artist

**SECTION F: IMPACT OF FIELD TRIP IN THE DEVELOPMENT OF STUDENTS' INTEREST TOWARDS STUDYING GRAPHIC DESIGN PRACTICALS?**

**RESEARCH QUESTION FOUR**

- 1) Has your participation in field trip increased your students interest in producing design work with “found” objects? 1 2 3 4 5
- 2) Field trip has aroused your students interest in learning how to design posters and logos? 1 2 3 4 5
- 3) As a result of engaging in field trip, has your students interest in computer related designs increased greatly? 1 2 3 4 5
- 4) Bill boards and signage that you saw during field trip, do they aroused your students interest in learning Graphic Design? 1 2 3 4 5
- 5) Since you came back from field trip does your students spend more time learning how to do things that they saw? 1 2 3 4 5
- 6) Has your students interest increased greatly in print making as a result of what you learned during field trip? 1 2 3 4 5

- 7) After taking field trip to Graphic Design industries or institutions, has your students interest in Graphic Design process, production and learning remarkably increased? 1 2 3 4 5
- 8) Do you feel field trips are worth the time, expense, and effort? Why?



**APPENDIX B**  
**UNIVERSITY OF EDUCATION, WINNEBA.**  
**DEPARTMENT OF ART EDUCATION**

**RESEARCH INTERVIEW QUESTION FOR GRAPHIC DESIGN STUDENTS**

This interview is structured for academic purpose in order to help the researcher obtain information which will be used in his research titled; **‘IMPACT OF INDUSTRIAL FIELD TRIP ON GRAPHIC DESIGN STUDENT LEARNING AND PRACTICES.’**

Your identity and responses will be treated highly confidentially as much as possible.

**Thanks for your cooperation!**

**SECTION A: DEMOGRAPHIC CHARACTERISTICS OF GRAPHIC DESIGN STUDENTS**

- 1) Sex: Male (  ) Female (  )
- 2) Age range: below 15-19 (  ) 20-24 (  ) 25 and above (  )
- 3) What are your subject of specialization? .....
- 4) what form are you ? 1 (  ) 2 (  ) 3 (  )

**SECTION A: INTEGRATION OF TEACHING AND LEARNING METHODS THAT EFFECTIVELY COMPLIMENT THE THEORETICAL ASPECT OF GRAPHIC DESIGN CURRICULA.**

**RESEARCH QUESTION ONE**

- 1) How many field trips have you taken since you have been in senior high school and tell me about the recent field trip you have embarked on?
- 2) What was the importance of this field trip to your studies?
- 3) Give the name and location of your favourite site you have visited?
- 4) Are you involved in planning of the field trip?
- 5) Have you taken any field trips this year? How many field trips have you taken?
- 6) Do you take virtual field trips sometimes?
- 7) Do you enjoy virtual reality, animations with the help of projectors and laptops in class when teachers use it to explain concept?

- 8) Do you like it when teachers use models at times in place of actual field trip?
- 9) Are you able to gather information from the community sometimes to solve your homework?
- 10) Do you see similarities in real items you see on field trip and pictures from your text book when embarking on field trip?

**SECTION B: EXTENT TO WHICH THE KNOWLEDGE AND EXPERIENCES GAIN DURING INDUSTRY FIELD TRIP IMPROVES ON STUDENT'S STUDIES AND LIFE AS A WHOLE**

**RESEARCH QUESTION TWO**

1) In what ways did your teacher prepare you for the trip? (Circle all that apply.)

Brainstormed to determine possible questions to ask at the site

Reviewed rules for proper conduct on a field trip

Explained the objectives of the trip

Told you about the history related to the trip

Assigned students a learning task at the site,

Other, please explain \_\_\_\_\_

2) How were your parent involve in your field trip? \_\_\_\_\_

3) In addition to your Graphic Design teacher, how many other teachers went on the trip?

4) How much instruction did your teachers provide at the site?

5) How different was your teachers' strategy than what was typically done in class?

\_\_\_\_\_

6) If there were differences, please explain what they were.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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7) How much time did you have to explore the site on your own?

.....  
.....

8) Do the staff at the site conducted interesting lessons. (1 = no lessons; 5 = great lessons) 1 2 3 4 5

9) Do you have enough time to ask the site staff questions of your own. (1 = none; 5 = plenty) 1 2 3 4 5

10) Does the site kept your attention. (1 = not at all; 5 = very well) 1 2 3 4 5

11) Would you like to visit the site in a future. (1 = no; 5 = very much) 1 2 3 4 5

12) What did your teacher do to follow up on the field trip? (Circle all that apply)

Class discussion) (Written assignment) (Pencil and paper test)

Project Other \_\_\_\_\_

13) what are some of your experiences you gain during the field trip?

.....  
.....  
.....  
.....

14) Among the experiences you had, mention those that helps you to understand Graphic Design concept more

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(Please circle 1 if you strongly disagree with the statement. Circle 5 if you strongly agree.)

15) Field trips provide educational opportunities that cannot be done in the classroom.  
1 2 3 4 5

16) I enjoy field trips because I can interact with my classmates and teachers in an environment other than the classroom. 1 2 3 4 5

17) Going on a field trip can give a student idea about possible careers in Graphic Design to consider. 1 2 3 4 5

18) Field trips allow students to develop interviewing skills, note taking, and other important skills. 1 2 3 4 5

19) Field trips help me understand the topics that we have discussed in class.  
1 2 3 4 5

**SECTION C: RATE AT WHICH TEACHERS EMBARK ON FIELD TRIP IN TEACHING GRAPHIC DESIGN**

- 1) How often do teachers make use of field trip in teaching Graphic Design?
- 2) How often do teachers assess student after field trip?
- 3) how often do teachers think field trip should be used in teaching and learning Graphic Design in senior high schools?
- 4) how often do teachers use virtual reality in teaching Graphic Design?
- 5) How often do teachers use model in teaching Graphic Design in place of field trip?
- 6) What types of activities do you do before the field trip?
- 7) What types of activities do you do after the field trip?

**SECTION D: CHALLENGES THAT PREVENT GRAPHIC DESIGN TEACHERS FROM ORGANIZING INDUSTRIAL FIELD TRIP IN ABURA ASEBU KWAMANKESE DISTRICT.**

**RESEARCH QUESTION THREE**

1. Who pays for the field trips?
2. Are procedures involved in organizing field trip stressful?
3. is seeking permission from stakeholders and administrators difficult
4. Do you feel discourage if you or colleagues do no appreciate teacher's effort by displaying negative attitudes?
5. Has technology destroy your interests in field trip?
6. Do you get discourage by lack of well experience or educated guides at the field trip site?
7. Does lack of financial support for field trips make it difficult to embark on?
8. Does duration or time factor of field trip deter you from embarking on field trip?

**SECTION E: IMPACT OF FIELD TRIP IN THE DEVELOPMENT OF SENIOR HIGH SCHOOL STUDENTS' INTEREST TOWARDS STUDYING GRAPHIC DESIGN THEORY?**

**RESEARCH QUESTION FOUR**

1. Has engagement in field trip enabled you to develop interest in learning how to observe, understand and critique design and art works. 1 2 3 4 5
2. Do you like staying in class to study concepts in Graphic Design after participating in field trip? 1 2 3 4 5
3. Does Graphic Design work and product you saw during field trip motivated you to develop interest in studying Graphic Design and their styles of rendering? 1 2 3 4 5
4. Since you came back from field trip, do you like spending your leisure time in solving problems related to Graphic Design. 1 2 3 4 5
5. Has field trip to Graphic Design industry or institutions increased your interest to study about Ghanaian contemporary designers and artist

**SECTION F: IMPACT OF FIELD TRIP IN THE DEVELOPMENT OF STUDENTS' INTEREST TOWARDS STUDYING GRAPHIC DESIGN PRACTICALS?**

**RESEARCH QUESTION FOUR**

1. Has your participation in field trip increased your interest in producing design work with “found” objects? 1 2 3 4 5
2. Field trip has aroused your interest in learning how to design posters and logos? 1 2 3 4 5
3. As a result of engaging in field trip, has your interest in computer related designs increased greatly? 1 2 3 4 5
4. Bill boards and signage that you saw during field trip, do they aroused your interest in learning Graphic Design? 1 2 3 4 5
5. Since you came back from field trip do you spend more time learning how to do things that you saw. 1 2 3 4 5
6. Has your interest increased greatly in print making as a result of what you learned during field trip? 1 2 3 4 5
7. After taking field trip to Graphic Design industries or institutions, has your interest Graphic Design process, production and learning remarkable increased? 1 2 3 4 5
8. Do you feel field trips are worth the time, expense, and effort? Why?