

# An Interactive Approach to Teaching the Basics of Advertising Design to Visually Impaired (Totally blind) Students

Nagwan Fathy Mahmoud Badran

Associate Professor- Media Design and Graphics Depart.- School of Applied Arts- Badr University  
Cairo- Badr City

Submit Date: 2024-06-21 14:16:04 | Revise Date: 2024-11-19 14:58:17 | Accept Date: 2024-12-11 22:33:11

DOI:10.21608/jdsaa.2024.298396.1418

## KEYWORDS:

Advertising Design,  
Interactive teaching,  
Visually Impaired Students,

## ABSTRACT:

In recent decades, the country has made greater attempts to provide several services to its citizens with special needs, attempting to highlight their abilities, talents, and capabilities and integrate them into various sectors of life.

This research focuses on teaching visually impaired students (totally blind). They require effective learning methods in an adequate manner, especially in academic courses such as the Basics of Advertising Design for non-designers, which rely on visual experience and perception that is contradict of their capabilities.

Therefore, the current research offers an appropriate approach to teaching this academic course, which available for non-designers of visually impaired students (totally blind), to fulfil their passion for this theoretical knowledge that may not be able to practice in their practical life. Additionally, support and integrate them with their peers in the regular classroom. Assuming the interactive teaching method is an appropriate teaching method for this theoretical course.

Descriptive methodology is adopted to introduce the proper interactive method of teaching blind students. The methodology is then applied to the Basics of Advertising Design as an academic course, produced examples of the students' work.

According to observations of focus groups and verbal students' comments, the researcher found the following: students acquire titles as design elements and principles by utilizing a multisensory method and elements from their surroundings. This study provides an interactive approach that can assist students with visual impairment (totally blind) acquire courses that require experiences that may differ from their abilities and capabilities, as well as those in charge of teaching these courses. Additionally, helped them to collaborate with their peers.

## Introduction:

Statistics of blindness and visual impairment in Egypt provide a number that shouldn't be ignored. According to the World Health Organization (W-H-O), there will be over 2.2 million people with visual impairment in Egypt by the end of 2024, with 900,000 of them completely blind. Nearly 8.3% of Egypt's population suffers from visual loss. (IAPB, 2020) As a result, lots of efforts are made to assist, educate, and integrate them into various sectors of society. Their learning journey is one of these aspects that requires specific needs and tactics to be effective.

Blindness and visual impairments have a significant impact on a student's social, emotional, intellectual, and occupational development. As a result, these students require effective and adaptable teaching methodologies that involve academic, communication, and everyday life abilities. (Kumar Maurya, 2016 ). Teaching methods should be employed to support students with visual impairment and their special needs. There are three common methods of teacher-student interaction. (Giordze & Dgebuadze, 2017) Teachers are taking on different methods to keep their classes interactive to boost student's learning. Interactive teaching method is one of the best communicative methods to better recall information and more students' engagement. (Sachan, 2023) This study used an interactive teaching method in which students actively participate in the learning process and reflect on what they know, think, and their needs, abilities, and interests. In this learner-oriented approach, the teacher and learner changeover traditional roles, accepting the learner to actively participate in the learning process and be the focus of the classroom. ( Giordze, and Dgebuadze , 2017)

Therefore, **the problems of research** are How can lecturers effectively teach such academic disciplines as the Basics of Advertising Design course to them? Additionally, what are the appropriate teaching methods and tools that should be support a blended environment and collaboration with students?

**Whereas the Research objectives** are to provide an appropriate approach for teaching the Basics of Advertising Design to non-designers of visually impaired students (completely blind), which is a unique form of academic course that differs from the skills in accordance with their abilities, and to help them in integrating with their peers.

Therefore, **the research hypothesis** is that an interactive approach is an appropriate teaching method for visually impaired (completely blind) pupils in this type of academic subject. The adoption of interactive teaching approaches may allow visually impaired (completely blind) students to interact with their peers.

Finally, students who have no visual experience and are completely blind realize conceptual titles such as visual design elements and design concepts by using objects from their surroundings.

The researcher follows the descriptive **methodology** for collecting data about the introduction of an effective interactive method to teach visually impaired students. And applying experimental methodology by conducting students' work examples in an academic discipline such as the basics of advertising design.

This research has been conducted in the first semester of the academic year 2023-2024 with six students; four of them were visually impaired students (totally blind); they haven't had previous visual experience; one of them lately can see just light without any visual

details (his visual acuity from a distance was less than 6/18) (Hill, A. 2024); and two of them have a normal visual ability. Visually impaired students (totally blind) have a grant from an American university in Cairo; they chose to study and attend the School of Humanity Science at Badr University's Advertising and Public Relations program to achieve their bachelor's degree. The Basics of Advertising Design as a major Academic Course was offered for non-designers' students to fulfill their passion for knowledge in their public relations and advertising curriculum as an acquired theoretical acknowledgment.

## Research theoretical framework:

### 1- Blindness and Vision Impairment:

**1-1-Blindness** refers to the complete absence of vision, even the ability to detect light. (Hill A., 2024) Types of blindness are categorized into the following terms:

- Total blindness: when individuals with eye disorders cannot see anything.
- Low vision: it is described visual impairments that healthcare professionals cannot treat using glasses, medication, or surgery.
- Legal blindness: this term can be applied to people with total blindness as well as those who can see but with limitations that severely impact mobility, employment, and normal daily functioning. (Bedinghaus, 2023)
- Partially sighted: A person who is partially sighted has some vision in one or both eyes. This term is frequently used in educational settings. (Staff, W.A.T., 2024)

**1-2-Visual impairment:** It is a general term that describes people with any vision loss that significantly impact with daily activities, such as reading and watching TV. It is a decrease in vision that glasses or standard means can't correct. (Nicholas.2023) It is the term that widely used and sometimes it's interchangeable with Visual

disability which is a broader term that includes all aspects of vision loss. (Demers, 2023)

Thus, this research will use the term visual impairment as a new and general term for our focus group students who suffer from total blindness.

### 2- Basics of Advertising Design Course:

The short course description in this research is explored by the Faculty of Human Science bylaw as follows: Students will acquire the basics of acknowledgment of advertising concepts, types, history, advertising psychology, advertising design elements and principles, and advertising campaigns. Advertising is defined as a marketing communication tool with potential customers about products or services through paid channels. (Ward,S. 2022) Advertising combines art and science. Advertising encompasses both commercial and marketing components, such as tactics for increasing brand awareness, promoting a service or product, and effectively targeting audiences. Its artistic side includes developing captivating images and eliciting emotions. It combines brand storytelling and visual aesthetics to produce compelling messages that resonate with people. (Shigem, A., 2014) (Ignatius, A., 2013) Thus, this course needs visual experience that will be developed through contents, materials, and exercises, whereas it is contrary to the abilities of students who are severely blind or visually impaired. Students with visual impairments or blindness have unique learning demands, needing the use of non-traditional techniques to acquire knowledge and skills.

### 3-Strategies and Considerations for Teaching Students with Visual Impairments:

All students with visual impairments or blindness, nevertheless of severity of their disability, should have the opportunity to receive a comprehensive education within the regular education environment as possible, this is Inclusive Philosophy of learning. Inclusive teaching practices can support all students learn. (Open Universities Australia, 2023) Blindness and visual impairments impact on student's social, emotional, academic, end occupational development. Teaching to blind and

visual impairment students have some strategies and considerations (Maurya, H. Kumar, 2016) as follows:

- Using live readers, audio books, and MP3 are examples of auditory strategies.
  - Enlarging small text, using handheld or video enlargement, and producing Braille paper as possible. (Burton, 2010)
  - Offer clear Information (verbal and written) about the structure of the course, practical assignments with deadlines.
  - Providing a multi-sensory approach as Power Point, video, and audio examples.
  - Lecture notes are available and can be recorded if requested by a student.
  - Provide materials in digital format to modified easier by users with disabilities.
  - Specifying the order of reading within a text is helpful while reproducing into audio or Braille for students with visual impairment.
  - Read any printed intonations and describe any 'charts or graphs. (Kumar, 2016)
  - Tailoring the activities as possible with safe space considerations.
  - Encouraging peer interaction. (Open Universities Australia, 2023)
- Blindness and visual impairment. Learning may be best achieved by exposure to the real world, people, and experiences according to their developmental level (particularly with youngsters). Exploration and interaction with a wide range of materials and real things are utilized to enhance their knowledge of qualities and differences of size, shape, texture, etc. (Cushman, C., no date). Furthermore, teachers should begin with the requirements of their students. (Burton, 2010).

#### 4-Interactive teaching method:

The most three common types of interaction between a teacher and a student are passive, active, and interactive teaching methods. (Giordge and Dgebuadze, 2017) According to these methods, the active method involves students as active participants in the learning process, while teachers interact equally in a closer relationship. When employing an interactive method, students interact

with both the teacher and their peers. (Kenzhaevna and Abdukhalikovna, 2023) Unlike a traditional teaching style that concentrates on the teacher, whose primary responsibility is to assist and facilitate, an interactive teaching technique emphasizes students' abilities, needs, and interests. Therefore, students are communicative and actively participate in the learning process, revealing their knowledge and views. (Giordge, M. and Dgebuadze, M.,2017) Furthermore, interactive teaching provides advantages as teachers can make quick modifications in approaches and processes, and student accomplishments can be measured by evaluating their understanding of a given subject material. Additionally, two-way teaching boosts student motivation and makes it much more fun. (Hcsuper, 2018)

#### 4-1 Techniques of Interactive teaching Method:

A popular Techniques and approaches of the interactive method involve creative tasks, playing games (such as role-plays and imitations), social projects, deploying new material (such as interactive lectures and video-audio materials), and solving tasks (such as brainstorming and case analysis). (Giordge & Dgebuadze, 2017), The most effective methods of interactive teaching to engage students that will be used in this research include the following:

- **Brainstorming** is a technique used to develop innovative ideas. Brainstorming can take the form of reverse or negative thinking, team-idea mapping, and group passing (Senthamarai, 2018), as well as a flow of questions and replies or proposals and ideas about a topic. (Kenzhaevna, Abdukhalikovna, 2023)
- **The incident process** follows a case study pattern; however, it is less strict than a full case study training session. The emphasis is on teaching students how to tackle real-world problems to better prepare them for life outside the classroom. Give small groups of students' details from genuine occurrences and then

encourage them to devise a practical solution. (Senthamarai, 2018)

- **Ice Breakers** are activities that encourage students to interact and talk to one another. Ice-breakers have several advantages, including student participation, the creation of a sense of community, and focusing students' attention on material covered during the class period. (Sheridan Centre team, 2021)
- **Training** enhances students' knowledge and skills. All students participate actively in the training process. Communication and collaboration are enhanced, allowing students to acquire missing information, professional skills, and proper behaviour while performing professional duties. Students develop their own approach to a comprehensive solution, demonstrate it, and provide a presentation on their proposals. (O.Yakovleva and V. Yakovlev, 2014).

### 5-Teaching effectively:

- Teaching effectively described as a motivation that makes teachers boost disciplinary content relevant to students' needs, interests, and goals with what they are learning. (Lumpkin, A. , 2020) Effective professional learning Where teaching and learning must be merged with outcomes for student learning that include what students are expected to know and be able to do as well as performance standards. (Killion, J. and Hirsh, S., 2011)

-Teaching effectively explores for students with visual impairments, indicating adaptive strategies that use tangible materials. Materials such as Braille books and three-dimensional models, as well as the integration of assistive technologies such as screen reading devices, are fundamental to promoting inclusion and accessibility.

Consider more inclusive educational environment approaches that allow students with vision impairments to fully engage in the educational process and reach their full potential.(Santos , 2024) The most effective teaching strategies could extend to engaging all the students' senses, especially touch and movement (ki-netic), to gather and link

information through tasks, and problem solving.(Syahputri, D. (2019) Effective teaching innovates better learning.

### 6- Research Method:

-The researcher focuses on Basics of Advertising Design as an academic course, which is held in the faculty of Humanity Science at Badr University- Advertising and Public Relationships program. It's a major course, and it is conducted for level 3 as the first year in this major.

- This course needed to redesign and be adopted as an effective course for blend students visually impaired students with their peers.

- The researcher started to use learner- centred course design as an alternative to backward course design approach. (Mintz, S. (2021) It helps students achieve conceptual understanding. Therefore, Usage the constructive alignment method is the most effective ways to design/re-design a course (Carleton university (2022)

- A formal instructional design was identified through course structural design to provide a framework that will be followed. (Rochelle E & others) (Tractenberg, R., 2020) Thus, the course objective, which is explored in the following short description, "Students will acquire the basics of acknowledgment of advertising concepts, types, history, advertising psychology, and advertising design elements and principles," and the ILOs of the course were focused on.

- Thus, the next step was to investigate target students to know who our students are, their skills and knowledge, the opportunities and chances that are given to learn, and what they expected to learn. Social listening as a focus group was done; the information was about their lifestyle, how they study, their social life, and their ability to understand and mentally picture complex concepts and settings. (Solis, J., 2024) (Mintz, S., 2021)

- It was the students' first year in this major, thus the researcher utilized the Ice Breakers technique (Sheridan Centre team-, (2021), as an interactive technique in our learning approach, in the first session to get to know each other's and their

expectations of this course. A focus group was extended to know the previous acknowledgement, their field of interest according to this course, their needs, and how they imagine the benefits of it.

- Students tell me that they literally can't imagine how advertising is designed; it is a design process to finally deliver to the target audience, and they are asking about how it influences the audience.

Usage The constructive alignment method considers four primary elements: learning outcomes, assessments, teaching and learning activities, and content. Course contents are framed through course descriptions. Activities, and assessments tailored according to students and faculty guidelines, as shown in Table (1)

**Table (1) Constructive Alignments**

<b>Constructive Alignments of Basics of Advertising design as an academic course</b>
<b>1-Learning Outcomes examples</b>
<ul style="list-style-type: none"> <li>- Explore Advertising history types, and function</li> <li>- Determine design elements and design principles of advertising to deliver a message.</li> <li>- Describe advertising psychology &amp; strategies.</li> </ul>
<ul style="list-style-type: none"> <li>- Classify different types of ad.</li> <li>- Compare different advertising message according to the media type and decade.</li> <li>- Apply the principles of graphic design.</li> </ul>
<ul style="list-style-type: none"> <li>- Examine practices of relevant contemporary knowledge, skills, media, techniques</li> <li>- Investigate design elements according to their importance in design.</li> <li>- Compare different advertising campaign.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop communication skills.</li> <li>- Develop their ability in time management.</li> </ul>
<b>2-Learning Activities examples</b>
<ul style="list-style-type: none"> <li>- Explore topics by using examples from their environment and previous experience.</li> <li>- Discuss, give life-short examples, and tell stories of advertising history and types.</li> <li>- Ask students to give a short, summery.</li> </ul>
<ul style="list-style-type: none"> <li>- Discussions are held according to the study.</li> <li>- Compare advertising messages and target audiences of some video ads' according to the study.</li> <li>- Apply different approaches, such as training with touch sensation and brainstorming, that reflect the previously learned material.</li> </ul>
<ul style="list-style-type: none"> <li>- Practice by using advanced tools and techniques (such as brainstorming and training) to develop their skills both individually and in groups.</li> <li>- Show their ideas, individually or in groups, and develop learning from peering</li> <li>- Summarize their understanding.</li> </ul>
<b>3- Assessment</b>
<p>-EXAMs (Nov. and Jan.)</p> <p>Two methods are followed: one is a written paper exam, and the other is using a laptop to listen and answer digitally.</p>

- To assist students who are visually impaired, many steps are followed in Section 3. Such as presenting lectures in digital format to use electronic reader technologies; even graphics have been explored and redesignated as text in electronic form. (Burton, M., 2010)
- Every theoretical session was explained based on the topic title. For example, the history of

advertising is presented as a story and discussed with students before being summarized verbally by them accordance with their studies.

Brainstorming was done in multiple sessions, such as providing them a product, and they were given advice on how to advertise, as shown in Table 2.

**Table (2): Brainstorming Activity Sessions**

Examples of Brainstorming Activity Sessions	
1. Present the title	Such as: 1-What is advertising, its role? 2- What is the suitable strategy to advertise saults?
2. Students can work individually, in pairs or small groups, or as a class (or combination of these).	Such as: -How can ads design be implemented? thus we talk about design process. -Who is the target audience to advertise on ...? -What is the suitable strategy to use?
3. Have students share ideas and responses with class.	Students share and explore their imagination. Their responses were discussed to define and choose a suitable strategy orally.
4. At the end, correct any misconceptions, and summarize main points.	Such as: - Analyse examples of video ads to encouraging critical thinking and imagination. -Summarize the main points after correcting the main misconceptions.

After explaining design elements such as line types, shapes, etc. in different ads, students with normal visual abilities understood the concepts. By describing visual examples and examples from surrounding environments, the touch sensation was then used in training, as shown in Table (3).

- All students used coloured thick thread to give examples of line types and shapes on paper.
- According to students' conditions, researcher attempted to apply the design principles especially Gestalt theory, that we have

explained orally by using examples from their environment. The researcher was trying to explore geometric shapes according to the environment and shapes in the faculty garden. Color is an element that is explored by the meaning and feelings of especially the major color. The principles of proximity and the relation between shape and background and why we need them are reexplained according to the environment. Additionally, the researcher started to explain the meaning of unity, simplicity, white space in design, what the balance is in a particular space, and gave examples to apply, as shown in examples of Table (4).

**Table (3): training Activity session steps**

Example of Training Activity Session steps	
Introduction:	-Students informed about training title. Additionally, they were asked about their expectation.

<p>Discover and set expectations for engaging in interaction and developing communication skills.</p>	<p>- Social conversation with a focus group was conducted to discover:</p> <ul style="list-style-type: none"> <li>• Their previous knowledge and their expectations.</li> <li>• The elements of their environment include those elements that could be used in our training.</li> </ul> <p><b>Result:</b> visually impaired students needed to identify and imagine how to design a printed ad, while students with normal visual capabilities are asked to identify and design. the researcher tried to identify a common factor of their environment.</p>
<p>Summing up, to document the students' progress. By questionnaires, photography, etc. to remind us how the work is proceeding.</p>	<p>- The first step was to investigate the line types and shapes in compositions. Practicing was done by using thick thrilled to compose free elements on white ground by all students, whereas students collaborated to express the task. The final sketch was summing up the training result.</p> <p>- This step is about using elements in a specific space, in a comfortable environment to establish confidence for future professional activities in general.</p> <p>- <b>Results:</b> training help students to comprehensive solution and prepare their own proposals. Photography and observation are used to critic and remind us how the work is proceeding. As shown in <b>Tables (4, 5 and 6).</b></p>

-Researcher used **Incident Process**, which looks like a case study format. To practice the design process and teach students how to solve real-life problems. This process was explained through documented pictures in examples of (tables 4, 5, 6).

A case problem was announced to be solved (advertise to promote the flower shops at the university). Some details of a real incident are provided, and the researcher asked them to discuss, brainstorm, and find a solution. The design process steps were explained. They began to do some research on the topic, brainstorm, and hold discussions to decide how they would design the task. The six students made a field trip to the university garden; four of them can see through their hands and imagination. According to the aim of the Incident Process, designing a poster or booklet cover for the university flower shop, students employed the elements of their environment in the university garden; they merged dry and fresh leaves, fresh flowers, and colored plasticine, as shone in examples of (Table 7).

They considered design principles such as unity, balance, etc., which they had practiced before.

Students used their imagination to explore, apart from a garden that will be used in their designs.

Focus group students collaborated in design steps, repositioning their elements to make a suitable composition that reflected their understanding of unity, proximity, etc., and white space. Students with normal visual ability completed the task by using the Photoshop program to finalize their ideas. While students completed their designs, the lecturer explored and instructed how to use the program separately, as shone in examples in Table [8].

**7-Results and Discussion:**

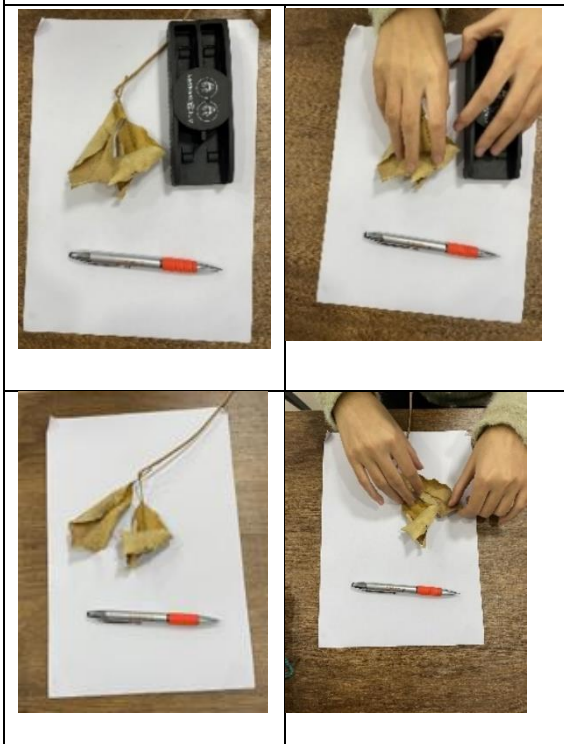
Teaching courses as Basics of advertising Design needs to gather between art and science especially visual art. Thus, students should have visual experience that can be developed during the course, and this is contradict with visually impaired students. This research is an approach to a teaching method that have applied with visually impaired students, to blend them with peers. This research applied with focus group students consists of four students Visually Impaired (totally blind) and two with normal visual abilities. The following tables



introduce the examples as results of students' activities. Additionally, the results constructed through theoretical study, students' comments and teacher's observations.

**Table 4: Examples1- documented steps**

**The first training session (elements and principles design in advertising title)**



Examples (1)- **Table 4** are the first implementation to comprehending design elements and white space. According to a discussion on ad composition and role of design elements, the researcher attempted to simplify the principles the concepts according to the time that was given to these lectures and the students abilities. These examples show students progressing from left to right. They employed rigid shapes like a rectangle to determine the relationship between elements, they used the pen to indicate writing position and dry leaves as shapes with curving line. They use their sensation to understand and imagine (examples by student with visually impaired who hasn't had no visual experience).

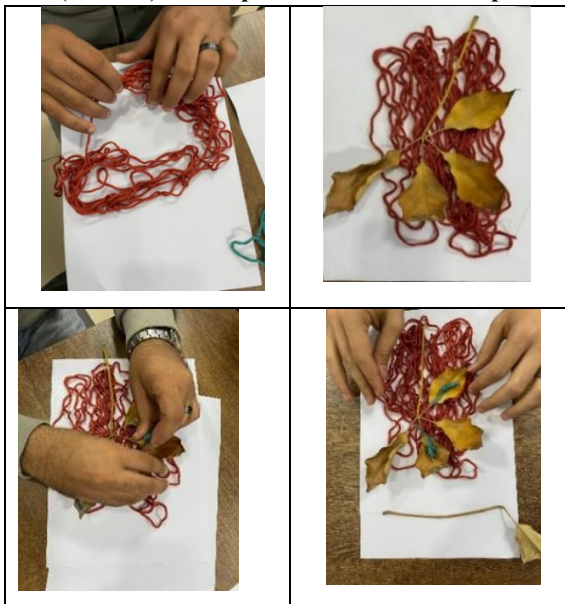
**Table 5: Examples2 of documented steps**



**Examples2-Table 5** present students progressing from left to write, they use coloured thick thread to present a composition on white paper, these examples used organic and curving shapes, the last example present the red color as text size in this area. Examples presented by students who have normal visual ability. These examples shows that student couldn't control shapes in suitable size according to background. Proximity, simplicity and figure and ground were not considered.

**Examples 3 (Table 6)** are another shared example by two visually impaired students, the progressing indicates to their understanding for composition by different material. While the sense of white space still didn't well employ. The researcher noticed that the concepts of design elements as line types, shapes, etc. in different ads was understood by students with normal visual abilities through visual examples. Whereas students with visually impaired needed to explain and give examples from surrounding environments. Additionally, using multisensory had important role with visually impaired students to keep all students in the same track

**(Table 6): Examples3 -documented steps**



**(Table 7): Examples - documented steps**

**The second training session to Practice on design principles as Gestalt Theory**



**Table 7** Examples demonstrate students' understanding of employing design principles in composition. Visually impaired students (completely blind) completed this session examples. The examples were represented by coloured plasticine; they used their sentiments about floral shapes to express their comprehension of design principles

in the composition; and green plasticine line portrayed the location of the title. These examples demonstrate more uniform forms and sizes in relation to the background.

Notes: the balance is considered among shapes and between figures and background; Proximity to understand shapes composition, and simplicity to make easy eye movement were all considered.

**-Incident Process applied** as a real task to design a poster for the university's flower shop- **(Table 8)**

**Table 8 - (Examples of Incident process results)**



These Incident Process examples (Table 8), from left to right, show posters sketches for a flower shop at the university campus. Different materials were utilized to demonstrate students' ideas; the final one depicts the idea for the shop booklet cover; the pencil in the center separates the front and back parts; and the thin green line represents the title. All these examples applied by visually impaired students, except the first one on the left. Students discussed and brainstorming with each other. This is a sketch step in the design process. Finally, peers who took part in the focus group used Photoshop to finish the task.

Incident process results to design a poster for the university's flower shop part 2 (Table 9)

(Table 9) Incident process results part 2



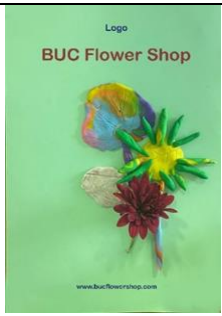



Examples Group (1)	
	
Examples Group (2)	
	
	

Table 9 Examples (Group1) presents the completed task by normal-visual-ability peers in the focus group. They were instructed to use Photoshop. They chose the font, color, and placement based on their studies. They learned how to change element colors, so they proposed two examples from a single sketch in examples of group 2 (which had been designed before as posters of flower shop by visually impaired students).

- The researcher observed that students applied the following principles: simplicity, eye movement, and the relations between figures and background (suitable background space with shapes is clear in the example that introduces white paper as background to the light green background paper to finally have a suitable element size in the composition). Which indicates to students progressing.

- Visually impaired students participated and had fun with this task. They can see with their hands (touch sensation); thus, they enjoyed the task and preferred to design their sketches with plasticine.

They merged this material with dry leaves and fresh flowers to express the uniqueness and variety that are represented in this flower shop, while peers preferred to merge dry leaves and fresh flowers, as shown in examples group (1) Table 9.

Additionally, applying Interactive method techniques with focus group, which have students with visual impairment and students with normal visual ability, reveals that:

1- The theoretical study explores that usage interactive teaching method was the most suitable method to blend visually impaired students with their peers.

2-Focus group interactions Observation revealed that interactive teaching methods aid students in acquire various concepts in the fundamentals of advertising design course for non-designers of completed blinded students .

4-The focus group observation figures out that students who haven't had any visual experience (totally blind) realize conceptual titles such as visual design elements and design principles

through utilizing materials from their environment which help to fulfill their theoretical acknowledgement.

5- constructive alignment gives guide samples that help in creating and tailoring activities to support students acquire knowledge.

6- Following the consideration of teaching visually impaired students and the assessment methods allowed students to compete with their peers.

7- Focus group observation and students' comments reveal that redesigned activities in constructive alignment to be suitable for this blending made these course sessions more enjoyable.

8- Collaboration was clear between students in different activity sessions. Additionally, they discussed and criticized their peers' work together.

9- The results of the activities as training sessions were very important to clear any misconceptions in this course, which refers to the effectiveness of this method.

10- Basics of Advertising Design as an academic course that requires visual experience, which, contrary to students with visual impairment capability, could be understood by using the multisensory method.

11- Through students' comments, using interactive methods and activities allows for enjoyment, fruitful interaction, and more engagement in course learning sessions.

### Conclusion:

In this research, the Basics of Advertising Design course, as a theoretical course for non-designers, is offered by the School of Humanity Science at Badr University's Advertising and Public Relations program. According to this course, the acquired knowledge was obtained and understood by focus group students who are visually impaired (totally blind). Interactive teaching methods and activities were used, which helped students obtain conceptual titles such as some of the visual design

elements and design principles through utilizing materials from their environment. Additionally, a multisensory method and elements from their surroundings were used to help them acquire knowledge. Interactive teaching methods and activities help blend students with peers and create a delightful environment. The results revealed that students' examples reflect their understanding without living up to the standard of known posters for designers.

This research introduces an approach. **Therefore, it is recommended** to do more research to be a valid method. The number of visually impaired people in Egypt needs a lot of effort to get more attention and blend them into all aspects of society.

### References:

- [1] Burton, M. *et al.* (2010) *Reading Strategies for students with visual Impairments: A classroom Teacher's guide*. SET-BC (Special Education Technology British Columbia) [online]. Available at: <https://www.previ.org/media/1078/> (Accessed: January 8, 2024).
- [2] Giorgdze, M. and Dgebuaдзе, M. (2017) 'Interactive Teaching Methods: Challenges And Perspectives,' *International E-journal of Advances in Education*, pp. 544–548. <https://doi.org/10.18768/ijaedu.370419>. (Accessed: January 8, 2024).
- [3] Kenzhaevna, R. Nasiba and Abdukhalikovna, M. Kamila (2023) 'Active and interactive methods of learning: review, classifications and examples,' *Rivista Italiana Di Filosofia Analitica Junior*, Vol 14, No. 2 (ISSN: 2037-4445). <https://rifanalitica.it/index.php/journal/article/view/222>. (Accessed: January 17, 2024).
- [4] Killion, J. and Hirsh, S. (2011) *The elements of effective teaching: Professional learning moves vision, framework, and performance standards into action*. <https://learningforward.org/journal/effective-teaching/> (Accessed: February 12, 2014).
- [5] Lumpkin, A. (2020) 'Effective Teaching and Learning—A Five-Step Process,' *Journal of*

- Education and Culture Studies*, 4(3), p. p32. <https://doi.org/10.22158/jecs.v4n3p32>. (Accessed: January 17, 2024).
- [6] Maurya, H. Kumar (2016) 'Strategies for teaching students with visual Impairment,' *An International Multidisciplinary Refereed Research Journal* [Preprint], (ISSN : 2394-5664). (Accessed: January 17, 2024).
- [7] McGee, P. and Reis, A. (2012) 'Blended course Design: a synthesis of best practices,' *Online Learning*, 16(4). <https://doi.org/10.24059/olj.v16i4.239>. (Accessed: March 1, 2024).
- [8] Mintz, S. (2021) *7 Innovative approaches to course design*. <https://www.insidehighered.com/blogs/higher-ed-gamma/7-innovative-approaches-course-design>. (Accessed: April 1, 2024).
- [9] O. Yakovleva, N. and V. Yakovlev, E. (2014) 'Interactive teaching methods in contemporary higher education,' *Rivista Italiana Di Filosofia Analitica Junior*, Volume 16, Issue 2, p. Pages 75-80. <https://www.sciencedirect.com/science/article/pii/S1229545014000175>. (Accessed: March 17, 2024).
- [10] Sachan, M. (2023) 'Interactive teaching methodologies,' *World Journal of Education and Humanities*, 5(1), p. p9. <https://doi.org/10.22158/wjeh.v5n1p9>. (Accessed: March 17, 2024).
- [11] Santos, S. Maria Aparecida Viana *et al.* (2024) 'Teaching Strategies to Teach Literacy Students with Visual Impairment,' *Multidisciplinary Scientific Journal*, (ISSN: 2675-9128. São Paulo-SP), p.
- [12] RCMOS-Revista Científica Multidisciplinar O Saber. [https://www.researchgate.net/publication/379620491\\_estrategias\\_de\\_ensino\\_para\\_alfabeizar\\_estudantes\\_com\\_deficiencia\\_visualteacing\\_strategies\\_for\\_literacy\\_for\\_students\\_with\\_visual\\_impairments](https://www.researchgate.net/publication/379620491_estrategias_de_ensino_para_alfabeizar_estudantes_com_deficiencia_visualteacing_strategies_for_literacy_for_students_with_visual_impairments). (Accessed: March 27, 2024).
- [13] Senthamarai, S. (2018) 'Interactive teaching strategies,' *Journal of Applied and Advanced Research*, v3S1.166(ISSN 2519-9412). <https://dx.doi.org/10.21839/jaar.2018.v3S1.166>. (Accessed: March 17, 2024).
- [14] Syahputri, D. (2019) 'The effect of multisensory teaching method on the students' reading achievement,' *Budapest International Research and Critics in Linguistics and Education Journal/Budapest International Research and Critics in Linguistics and Education Journal*, 2(1), pp. 124–131. <https://doi.org/10.33258/birle.v2i1.192>. (Accessed: April 9, 2024).
- [15] Tractenberg, R. *et al.* (2020) 'Guidelines for curriculum and course development in higher education and training,' *F1000Research*, 9. <https://doi.org/10.7490/f1000research.1118027.1>. (Accessed: April 17, 2024).
- [16] Ward, S. (2022) *What is advertising?* <https://www.thebalancemoney.com/advertising-2947182>. (Accessed: April 8, 2024)

#### Websites References:

- [17] Bedinghaus, T. (2023) *What does it mean to be legally blind*. <https://www.verywellhealth.com/> (Accessed: January 2, 2024).
- [18] Carleton university (2022) *(RE) Designing your course - teaching resources*. <https://carleton.ca/tls/teachingresources/> (Accessed: February 19, 2024).
- [19] Cushman, C. (no date) *Strategies for teaching students who are blind or visually impaired*. <https://www.pathstoliteracy.org/> (Accessed: February 8, 2024).
- [20] Demers, L.B. (2023) *Evolution and Inclusive Language: Creating a new term for visual Disabilities – BlindNewWorld*. <https://blindnewworld.org/> (Accessed: January 9, 2024).
- [21] Hcsuper (2018) *5 Examples of interactive teaching styles | Resilient Educator*. <https://resilienteducator.com/classroom-resources/>. (Accessed: February 8, 2024).
- [22] Hill, A. (2024) *Blindness Statistics: Facts, Figures, and Myths (2024)*.

- <https://www.visioncenter.org/resources/blindness-facts/> (Accessed: April 10, 2024).
- [23] Ignatius, A. (2014) *Advertising is an art—and a science*. <https://hbr.org/2013/03/advertising-is-an-art-and-a-science> (Accessed: April 9, 2024).
- [24] *Interactive teaching and learning activities* (2018) *University of Oregon Teaching Engagement Program (TEP) \* http://tep.uoregon.edu \* Spring 2018*. [https://teaching.uoregon.edu/sites/default/files/2021-09/interactive-teaching-and-learning-activities\\_0.pdf](https://teaching.uoregon.edu/sites/default/files/2021-09/interactive-teaching-and-learning-activities_0.pdf). (Accessed: March 22, 2024).
- [25] Killion, J. and Hirsh, S. (2011) *The elements of effective teaching: Professional learning moves vision, framework, and performance standards into action*. <https://learningforward.org/journal/effective-teaching/> (Accessed: February 12, 2024).
- [26] NGUYEN, N. (2020) *What is course design and why it can make the difference*. <https://feedbackfruits.com/>. (Accessed: February 24, 2024).
- [27] Nichols, H. (2023) *Types of blindness and their causes*. <https://www.medicalnewstoday.com/articles/types-of-blindness#age-related>. (Accessed: April 24, 2024).
- [28] Open Universities Australia (2023) *5 inclusive teaching strategies to know*. <https://www.open.edu.au/advice/insights/5-inclusive-teaching-strategies-to-know>, (Accessed: January 10, 2024).
- [29] Sheridan Center team-, Brown University (2021) *Interactive Classroom Activities | Sheridan Center | Brown University*. <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/active-learning/interactive> (Accessed: April 17, 2024).
- [30] Shigem, A. (2014) *Advertising: art or science?* <https://medium.com/advertising-strategy/advertising-art-or-science-81dd559868ac> (Accessed: May 1, 2024).
- [31] Solis, J. (2024) 'Course Curriculum: an Ultimate guide to design effectively,' *Teachfloor*. <https://www.teachfloor.com/blog/course-curriculum-an-ultimate-guide-to-design-effectively>. (Accessed: April 8, 2024).
- [32] Staff, W.A.T. (2024) *15 Practical tips for teaching blind or visually impaired students*. <https://www.weareteachers.com/teaching-blind-students-visually-impaired/>. (Accessed: April 8, 2024).
- [33] The International Agency for the Prevention of Blindness (2021) *Country - the International Agency for the Prevention of Blindness*. <https://www.iapb.org/learn/vision-atlas/magnitude-and-projections/countries/egypt/>. (Accessed: February 6, 2024).
- [34] Ward, S. (2022) *What is advertising?* <https://www.thebalancemoney.com/advertising-2947182> (Accessed: April 9, 2024)