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Abstract

The present study investigates Canva as a digital teaching tool, a graphic design platform that provides various functions for creating dynamic visual aspects of instructions. It also investigates the value of applying Canva to boost educational practice, student engagement, and learning outcomes in the context of education services (art education) in general and higher education levels in the state of Kuwait. A qualitative and comparative case study design was used, and a thematic analysis was used to examine the data collected from interviews, classroom observations, and document analysis. The research findings show that Canva significantly elevates student interest, engagement and confidence, translating into greater creativity and mastery of topics. Moreover, the present study shows that incorporating Canva offers a promising option for motivation, creativity, and collaboration among students in educational contexts.

***Keywords*:** Canva, graphic design, art education, thematic analysis.

Introduction

Generally, technological advancements have significantly influenced the education process and arts education in particular. In recent years, integrating digital tools has been emphasised to enhance learning experiences and equip students with the skills required in the modern world.

Artistic skills have an essential role in the teaching and learning process, and the educator's learning abilities can be evaluated because each student has a different understanding of art assignments. Artistic skills, therefore, can assist educators in knowing how much students understand when coming to conclusions [1A]. As many arts educators have experienced, most of the main problems that make students not start to draw correctly are because they feel unconfident and unenthusiastic. There may be some reasons why they do not start to show their talent in drawing. Drawing skills must combine all students' techniques and abilities regarding vocabulary and art structure. Students often struggle to get ideas, differentiate ideas to draw, outline, revise, and edit their final drawing.

Special treatment will be proposed for students to improve their art skills by teaching them the techniques of art schools. These difficulties could be minimised or solved by applying Canva as a digital teaching Tool.

Significance of the Study

1. Insights from this study may help decision-makers integrate Canva into educational processes regarding students' design capabilities and the integration of digital tools into the curriculum.
2. This research could provide information to policymakers in Kuwait about how technology can facilitate the educational flow process and improve the output of creative fields.
3. Learning media can be successful in some contexts, and well-integrated use of learning media is usually recommended in modern education.
4. There are problems with educators who always dominate classes and rarely use technology in learning. Hence, the material presented by the educators cannot be transmitted to the students as required.

Research hypothesis

5. Despite Canva's global celebration, limited research exists on its integration into Kuwait's art education processes.
6. Canva will motivate the research to explore whether Canva enhances students' design skills and complements traditional methods.
7. The Canva tool will improve artwork skills, student engagement, the alliance of experiences in project-based learning, and side-by-side total platform satisfaction.
8. In art education, Canva bridges the gap between traditional art forms and modern digital means, aligning with the growing emphasis on digital literacy and creativity.

Research Questions

The following research questions were formulated as follows:

1. How does Canva influence the development of visual design skills among art education students in Kuwait?
2. What are the perceptions of art education students in Kuwait regarding the use of Canva in academic projects?
3. How does Canva enhance the creative process of students' learning design?

Research Objectives

The primary objective is to explore Canva's influences on the visual design skills of art education students in Kuwait as follows:

1. To motivate students by creating concrete abstract ideas.
2. To give direct attention by repeating the information;

3. To make learning adequate prior knowledge.
4. To enhance students' design capabilities, particularly in composition, layout, and typography, by Caneva's tool.
5. To examine the perceptions of art education students regarding Canva's ease of use, functionality, and contribution to their creative processes.
6. To identify the challenges and limitations students may face when using Canva as a primary design tool in their academic work.

Theoretical Framework

Cherry (2022)[1B] has exposed Vygotsky's sociocultural theory, which offers valuable insights for research on Canva, particularly for understanding how users interact with and learn to use this digital design tool. Several critical educational theories support the use of Canva in art education and provide a robust framework for understanding its impact. The cognitive and constructivist learning theories of multimedia learning are central to this study, as they illustrate how digital tools such as Canva can enhance the learning experience.

McLeod, S. (2020). [2] Discussed the application of Vygotskian concepts in second language research, which can be analogous to learning a new design language in Canva can be applied to understand how users progress from novice to expert levels in Canva usage.

Bodrova & Leong (2022). [3] Emphasis on practical classroom applications of Vygotsky's ideas, which could be adapted to understand how Canva can be effectively integrated into educational settings. Focusing on "mental tools" and "internalisation" is particularly relevant for studying how users internalise the Canva interface and design principles.

As indicated by Vygotsky, learning is a socially reconciled process of constructing knowledge through dynamic peer engagement and collaboration. Canvas could adopt this theory by providing an interactive platform supporting individual and collaborative learning. By exploiting visual elements and receiving real-time feedback, students can better comprehend design principles and enhance learning outcomes.

Ibrahim. et al. (2023) [4] Carried out a paper to investigate the effectiveness of the tools of Canvas and Figma in enhancing creativity in visual content creation. The methodology was adapted and modified from Kirkpatrick's model, focusing on four key levels: (1) Learning, (2) Behavior, (3) Reaction, and (4) Results. The research findings suggest that graphic design web tools play a beneficial role in fostering creativity in visual artwork. After training completion,

the analysis gave a practical exhibition and explained that participants improved their creative skills, enhancing the quality and diversity of their visual content.

Qutaibah et al. (2024). [5] Reported that Caneva's design advances learning by allowing students to use materials and engage at their own pace. Accommodating diverse learning needs enables them to develop targeted interventions based on the student's needs. This review contrasts Canvas with other LMS platforms like Blackboard and Moodle. Qutaibah et al. (2024) continued highlighting the differences in user satisfaction and ease of use to maximise educational benefits. In addition, it implied the importance of strategic implementation and support. Comprehensive and unbiased analysis, therefore, will also added to aid in developing the enhanced optimised practices for Canvas implementation. This involves comprehensive instructor training, robust technical support, and practical strategies to cultivate online community and engagement.

Terminology

1. **Canva** is a platform online design that qualifies users to produce visually apparent designs by utilising pre-made templates, stock images, typefaces, and different design components. It is excessively used in educational settings to teach design principles and foster creativity
2. **Art Education**: The teaching and learning of visual arts, including design, drawing, painting, and digital media, focuses on developing students' artistic skills and creativity.
3. **Visual Design Skills**: is an Application design principle (such as colour theory, typography, composition, and layout) to create aesthetically pleasing and functional visuals.
4. **Digital Tools in Education**: Software and platforms that assist in teaching and learning, enabling students to interact flexibly and engage with content. These tools support creativity, collaboration, and skill development.
5. **Creativity** is using imagination or original ideas to create something, particularly in art and design contexts. This study examines how digital tools like Canva enhance students' creative abilities.

Review of literature

John E. et al. (2023). Method (Canva)[6]– Canva is a platform for web-based graphic design that allows users to create images and posters. It is classified as a significant digital resource for educators and students with the Canva tool. This research investigates undergraduate college students' perceptions of Canva as an all-in-one facilitation tool for enhancing student creativity and collaboration. The research contained three themes that shaped the students' experiences with Canva. Generally, students have shown positive attitudes using the Canva platform,

highlighting that their unique features helped them create creatively and collaboratively. Understanding what may smother creativity and collaboration in a Canva Creations process can empower students to find solutions and make informed choices using the platform effectively.

Sunarso & Herdianto (2024). [7] Emphasised the Importance of Drawing and Visual Communication Skills. Drawing skills are one of the fundamental aspects of art education at the elementary level, as they involve technical abilities and complex cognitive processes. Drawing helps students develop fine motor skills, hand-eye coordination, and the capability to express ideas and emotions through visual tool media.

Chen and Yuan (2021). [8] This indicates that skills support the development of imagination and creativity, essential to a child's overall development. Some studies show that students who engage in drawing activities regularly tend to have better critical thinking and problem-solving skills. Thus, drawing is seen as an artistic activity and an essential tool in multidisciplinary learning.

Purwanto (2021)[9] Reported that introducing learning in the digital era brings us to a world where learning is no longer limited to physical classrooms. Learning media has become the primary means of providing access to knowledge, skill development, and problem-solving.

Winarno et al. (2022). [10] Indicated that various media, such as learning videos, interactive simulations, online learning platforms, and digital content, have enabled more dynamic, personalised, and relevant learning. Accordingly, learning media is one of the external elements that can be used to improve learning outcomes.

Learning media can address various obstacles, such as communication issues, limited classrooms, passive student behaviour, and less engaging learning topics. Therefore, learning media plays a crucial part in the education process.

Learning without media is possible, but several challenges must be overcome. When learning without visual, audio, or interactive aids, educators must rely on oral or written teaching methods only (Ariesta et al, 2019) [11]; (Munir et al., 2022) [12].

In recent years, learning media development has been a very diverse and innovative, such as audiovisual media, which can facilitate students' understanding of the lesson as they create a new atmosphere for the ongoing learning process (Dewi et al., 2021)[13].

Kurniawan et al. (2022). [14] Emphasised that learning and student engagement are less interactive without media. Abstract or complex concepts may also be difficult to explain without the help of visual illustrations or simulations.

Learning without learning media can also limit students' access to actual and diverse information supporting the learning process. Student interaction and involvement can also be limited, considering that learning media often increases student involvement through interactive activities.

Zhenyu (2019). [15] Reported that digital image technology interchanges not only picture scenes and the colour texture of the image adjustments but also the form of the picture's main body. Digital technology applications and graphic design imaging have become an inevitable trend, and they play a crucial part in graphic design. Graphic design development is inseparable from promoting digital image technology, and the two have a close relationship. In the current society and its context, the rapid growth of people's needs is increasing, and the mental needs of the social population have become a top priority. The research deals with the relationship between graphic design and digital image technology. In graphic design, digital image technology processing criteria are discussed at the starting point while providing references for relevant researchers.

Maharromiyati et al. (2024). [16] The study found that Canva crucially influenced students' understanding of design concepts, creativity, and participation through quantitative design and descriptive analysis of the collected data.

Canva assists students more effectively in understanding the basic concepts of design and enhances their creativity after they use it, indicating that the platform provides ample space for students to experiment with different drawing techniques.

Muhamad et al. (2021). [17] investigated the effectiveness of using the Canva application media to enhance students' writing skills. Researchers used a quantitative pre-experimental research design by applying pre-tests and post-tests. The tests were employed to collect students' achievements as instruments for this study. A random sampling technique was given to determine the sample size. To analyse the research data, the researcher applied a t-test. The mean test was carried out as a pre-test and post-test based on the research analysis. The results showed that the T-cal value was higher than the T table at the 5% significance level, indicating that the alternative hypothesis (Ha) was accepted and (H0) was rejected. The study concluded that the Canva Application is an effective medium for helping students improve their performance.

Gula et al. (2023). [18] The goal was successfully brought about by surveying higher education students on the Internet to determine the ability of HEIs to apply practical methods of teaching graphic design. Research methods: comparative analysis, systematisation, generalisation, survey and Results. The

survey found that online graphic design platforms such as Canva, Pixlr, Design Wizard, Visme, Snappa, BeFunky, etc., contribute to the formation of professional skills in graphic design. They recommended that graphic design programs on PCs, namely Adobe Photoshop, Affinity Designer, Gravit Designer, Adobe InDesign, and Adobe Illustrator, best contribute to forming professional skills in future graphic design.

The observation revealed that the innovative methods (91.8%), graphic modelling (89.8%), observation and independent reproduction of specific artistic images through graphic design (87.3%), graphic illustration (86.2%), projective and graphic form finding (81%), etc.

Larasati & Rustandi (2022). [19] & Yundayani et al. (2019)[20] Proved that Canva Media is a popular tool in online learning that allows educators, students, and learners to quickly create various types of visual content. Canva provides a variety of ready-to-use design templates, graphics, images and intuitive design tools, making it easy to create presentations, infographics, posters, brochures and more without requiring advanced graphic design skills. In the learning context, Canva plays an important role.

Andriyanto et al. (2022). [21] & Hadi et al. (2021) [22] Recommended that Educators use Canva to create exciting and informative learning materials to help students understand complex concepts better. In addition, Canva facilitates collaboration because educators and students can collaborate to create joint projects online.

Chavis et al. (2021) [23] reported that Canvas by Instructure is widely regarded as a partnership in the educational technology sector. It is known for its resilience, user-friendly interface, and comprehensive set of tools that meet many of the various needs of modern educational environments. Validating Canvas across the educational process discredits a growing trend toward integrating digital stages into teaching and learning strategies. This integration endeavours to enhance accessibility, support advanced teaching methodologies, and accommodate students' diverse learning preferences.

Marachi & Quill. (2020). [24]. It was reported that thousands of universities across the United States use The Canvas Learning Management System, especially with a strong and growing higher education market, while analysing the development of the Canvas LMS. The research examined the data on higher education and Found there is growing interest in the educational process in K -12 environments; they examine:

1) Seamless data transitions that connect K-12 education, higher education, and workforce data.

2) Integration of third-party applications and ensuring interoperability for data Sharing across different platforms.
3) The vulnerabilities of Privacy and security, and
4) Predictive analytics and data with close observation.

They found that higher education institutions must be equipped to protect students and higher education required to use the Canvas Instructure LMS from data exploitation. They recommended intensifying public awareness of predictive analytics and enacting ethical and legal protections for users required to use such software platforms.

Elsa, E., & Anwar, K. (2021). [25] Emphasised that "technology" is crucial in many fields, including education, where advanced technology has become a highway of knowledge movement in most countries. Today's technological coordination of processes has been through innovation and transformation, and eventually, our society has changed how people have a particular opinion, work, and live. As part of this, schools and other educational institutions should be ready for use and consideration. For life in the "knowledge community", students are required to consider the integration of ICT in their curriculum (Ghavifekr et al., 2012)[26].

Christiana, E. & Anwar, K. (2021). [27] The results of this study, which included some theories, found that educators' interest in using Canva as a learning design needs to be more profound. The interest evaluation is only 10% due to the high number of applications that provide the same facilities and are presenting few difficulties to use. Currently, the learning media generated by educators must be practical and manageable for all circles. On the contrary, Canva is a high-class application, and only certain people and educators can practice it.

However, to attract students, Infers Online Learning requires educators to think creatively and innovatively. Learning media becomes a crucial factor in helping educators make it happen. Many tools exist to create technology-based learning media, including the Canva application.

Anwar (2021)[28] reported that the function of Canva obtained in this study has proven that the Canva application can be used to create learning media. This research conducted that Canva's function and benefit is divided into two parts: Supplement and substitute.

The supplement function of Canva is:

(1) Canva facilitates educators in making learning media and
(2) Canva Application Improves the online teaching process.

The substitution function of Canva is:

(1) The Canva Application Improves learning media effectively and makes it

easy to distribute to students.
(2) Canva Application can help with technology requirements.

Anwar (2021) [28] research has proven that the Canva application can create learning media. The result conducted is that Canva's function and benefits are divided into two parts: supplement and substitute.

The supplement function of Canva is:
(1) Canva facilitates educators to make learning media,
(2) Canva Application Improve online teaching process.

The substitution function of Canva is:
(1) Canva Application improves learning media effectively,
(2) Canva's learning media is easy to distribute to students and
(3) Canva application can help with technology requirements.

That is the function of Canva obtained in this study.

Arnseth & Hatlevik, (2012). [29] This indicates that integrating information and communication technology (ICT) in education involves incorporating computer-based communication into daily instruction. Along with preparing students for today's digital age, educators are critical in using ICT in their daily classrooms. This is due to ICT's ability to provide a dynamic and proactive teaching and learning environment. Meanwhile, ICT integration aims to improve the quality, accessibility, and cost-efficiency of instruction delivery to students. This also refers to the benefits of learning community networks in facing the challenges of globalisation today (Albirini, 2006) [30].

Smaldino et al. (2015). [31] Have obtained a perception of respondents' knowledge of the Canva applications and their interest in using them to create learning media. In addition, Canva provides features educators can use to create learning media. The researchers asked questions about respondents' knowledge of Canva and concluded that most respondents need to learn more about the Canva application. Moreover, The Canva application is used to create learning media, and Canva can be integrated to promote learning.

Experimental works

By incorporating Canva into the curriculum, educators offer students the tools to forge active learning and creativity to be digitally competent. However, with the efficiency and real-time collaboration of modern digital platforms like Canva, traditional design education begins to be supplemented. At the same time, students are prepared for contemporary fields for experimentation within their designs.

Educators are provided with recommendations on how Canva can be integrated into the curriculum to support the development of technical and creative design skills.

Methodology

In addition to the initial and final assessments, students were required to complete a questionnaire evaluating their opinions on Canva's user-friendliness. Open-ended questions were included to gather qualitative insights into the students' experiences, including any challenges encountered and suggestions for improvement**.**

The author intends to elaborate on the design of this study using quantitative design. The data obtained will be explained by descriptive analysis of the distribution of answer of the questionnaires represented as percentage of the total of the participated students, as shown in Table (1). Meanwhile, the data collection instrument uses a Likert scale with the Number of participating students 60 from the final grade of art education with the following choices and represented by Graph.

Result and Discussion

1) Creating a visual design

The questionnaire results showed that most respondents saw increased student creativity after using Canva to draw. 60 % of respondents agreed, and 40% strongly agreed that students become more creative using Canva, indicating that the platform provides enough space to experiment with different drawing techniques. The results suggest that Canvas’s vast array of tools and customisable options allows students to explore the boundaries of their imagination and new artistic possibilities.

2) Teaching experiences

The participants incorporated ten educators from various art of Educational institutions in Kuwait. The participants' ages range varied, most being between 30 and 47 years old. Most participants have a high-level education background. The teaching experience ranges from 15 to 20 years, demonstrating as professional expertise. The participant's expertise is 11 to 20 years of teaching experience, showing maturity and professional knowledge.

3) A design concept

A design connotation is the conducting vision that glimmers creativity in a particular project. It guarantees that every element is produced with a mission. A design connotation, therefore, is elaborated through investigation, brainstorming, and collaboration. Whether it takes the form of simple sketches or intricate

diagrams, its clarity and direction are vital in transforming ideas into successful outcomes. A substantial majority of respondents, 65%, strongly agreed, and 35 % agreed that using Canva acknowledged that Canva provided adequate tools for the design concept.

4) Student engagement

50 % of respondents strongly agreed, and 40 % agreed that using Canva increased student engagement in art projects compared to traditional methods. This shows that integrating digital tools like Canva can engage and motivate students in art lessons. The interactive features of Canva, collaborative options, and engagement make the educational process more dynamic and participatory. Additionally, the visual appeal and ease of use of Canva can capture students' interest more effectively than traditional methods, leading to sustained attention and involvement in art activities. (Singh et al., 2024)[32].

5) Student's collaboration,

Canva allows students to collaborate more effectively on drawing projects where 65 % demonstrated with agreed, and 35 % strongly agreed. Canva seems to provide tools that facilitate student cooperation, which is essential in developing social skills and teamwork. The platform's shared editing features and ability to work on projects simultaneously enable students to contribute equally, fostering a sense of shared responsibility and collective creativity. The result is conducted by environment and encourages students to communicate more without concealment, share ideas, and provide constructive feedback to their peers, which develops their interpersonal and communication skills. Canva helps students develop valuable social competencies in and even out of the classroom.

6) Training needs

Most respondent students required additional training to optimise the use of Canva in art teaching, with 65% of respondents strongly agreeing and 35% agreeing with this statement. This indicates the importance of continuous support for educators to maximise the potential of digital tools in learning. Moreover, using Canva eventually enriches the educational experience for the students by constructing training programs that can authorise educators to explore and implement innovative teaching strategies confidently.

7) Visual communication skills

A whopping 65% of respondents strongly agreed, and 40 % agreed that the Canva usage was acknowledged. However, Canva does have sufficient tools to pay attention to improving students' visual communication skills. This result highlights Caneva in helping students guide them with the necessary tools to illustrate their ideas. Those types of skills, such as fast accessibility to multiple

design objects and fast prototyping of visual layouts, might lead to the better development of those skills.

Statistical methods used:

The researcher used:

1. **The Statistical Package** for Social Sciences (SPSS 25) to conduct statistical analyses and the methods used in the study are:
   Pearson correlation coefficient، Cronbach Alpha Coefficient, Frequency Percent Mean and Standard deviation, calculating the arithmetic mean for each statement to know the degree of agreement with each statement of the questionnaire, as follows:
2. **Numerical Estimate** = Q1=5 & Q2=4 & Q3=3 & Q4=2 &Q5=1, where
   Q1, Q2, Q3, Q4, and Q5 are the mean the frequencies of responses (Strongly agree, Agree, Neutral, Disagree, Strongly disagree), and "n" is the sample size.
   Then, the statements are arranged according to the arithmetic mean for each statement (and if the means are equal, the minimum standard deviation is used-
3. **Chi-square** test for goodness of fit.
4. **The questionnaires** reveal the differences in the choices of the study sample members for the five response alternatives (Strongly agree, Agree, Neutral, Disagree, Strongly disagree).

Range equation:

To describe the arithmetic mean of the responses to each statement of the questionnaire on a five-point Likert scale as follows:

- If the arithmetic mean value is from (1) to less than (1.80), the degree of agreement is (Strongly disagree).
- If the arithmetic mean value is from (1.80) to less than (2.60), the degree of agreement is (Disagree).
- If the arithmetic mean value is from (2.60) to (3.40), the degree of agreement is (Neutral).
- If the arithmetic mean value is from (3.40) to (4.20), the degree of agreement is (Agree).
- If the arithmetic mean value is from (4.20) to (5), the degree of agreement is (Strongly agree).

Validity and reliability of the questionnaire:

Internal Validity.

To verify the validity of the internal consistency of the questionnaire, the researcher calculated the correlation coefficient between the scores of each item

of the questionnaire and the total scores of the questionnaire, and the results as shown in Table (١).

Table (1):

Items		Correlation coefficient	P-value	Significance
1	Creating a visual design	0.76	0.01	SN
2	Teaching experiences	0.80	0.01	SN
3	Design concepts	0.90	0.01	SN
4	Students engagement	0.71	0.01	SN
5	Students collaboration	0.77	0.01	SN
6	Training needs	0.86	0.01	SN
7	Visual communication skills	0.83	0.01	SN

Table (1) shows the correlation coefficients between the scores of each item and the total scores of the questionnaires, which ranged between (0.71 - 0.90) and are all statistically significant. Thus, the questionnaire items are considered valid for what they were designed to measure.

Reliability.

The questionnaire's reliability is verified using Cronbach's Alpha Coefficient method; the results are shown in Table (2).

Table (2)

	Items	Cronbach's Alpha Coefficient
Questionnaires	7	0.91

This shows the questionnaire's reliability coefficient, which reached (0.91) with Cronbach's Alpha Coefficient, reassuring the results of applying the questionnaires.

Analysis of the results of the study

The research sample of final-grade students is presented and analysed to evaluate their participation in the ease of using Canva.

The frequencies, percentages, arithmetic means, standard deviation, relative weight, degree of agreement, and the "Chi^2" test were calculated to indicate the significance of the differences between the opinions of the research sample students about the questionnaire items according to a five-point scale, graduated and the results came as follows:

Table (3)

Item	Response	Frequencies	Percent (%)	Arithmetic mean	SD	Agreement	Chi-square	
							c^2	P-value
Creating a visual design	Strongly agree	36	60%	4.50	0.68	Strongly agree	22.80	0.001
	Agree	18	30%					
	Neutral	6	10%					
	Disagree	–	–					
	Strongly disagree	–	–					

Table (3): Frequencies, percentage, arithmetic mean, standard deviation, degree of agreement, and results of the "Chi^2," test for the opinions of the research sample students towards creating a visual design .The table shows statistically significant differences between the participants of the research sample in terms of creating a visual design.

The value of "Chi^2" reached (22.80) and the significance level (0.001). The arithmetic mean of the opinions of the research sample students reached (4.50) with a degree of agreement "Strongly agree". It indicates the agreement of the views of the research sample students in terms of creating a visual design represented by Figure (1).

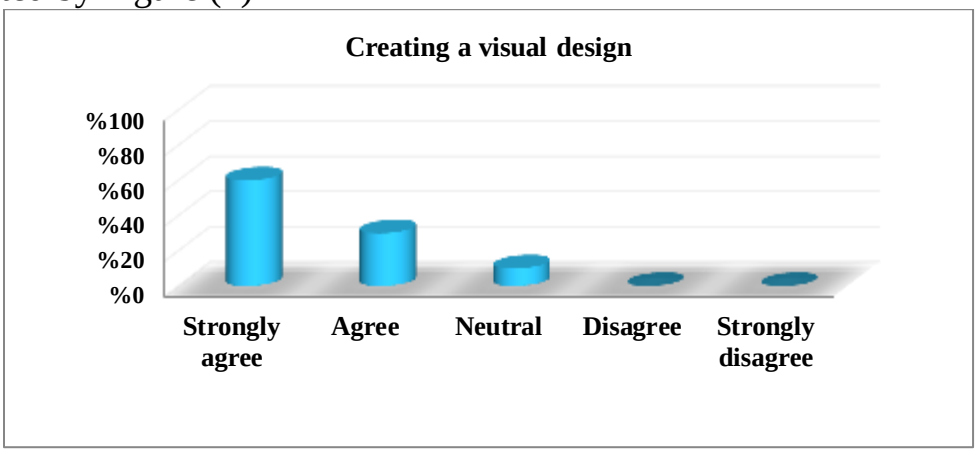

Figure (1) Creating a visual design The views of the research sample members were expressed according to the percentage of each level.

Table (4)

Item	Response	Frequencies	Percent (%)	Arithmetic mean	SD	Agreement	Chi-square	
							c^2	P-value
Teaching experiences	Strongly agree	30	50%	4.05	1.17	Agree	40.50	0.001
	Agree	12	20%					
	Neutral	12	20%					
	Disagree	3	5%					
	Strongly disagree	3	5%					

Table (4) shows the frequencies, percentage, arithmetic mean, standard deviation, degree of agreement, and results of the "Chi-square" test for the opinions of the research sample students in terms of teaching experiences**.** The table shows that there are statistically significant differences between the opinions of the research sample students, as the value of "Chi^2" reached (40.50) and the significance level (0.001).

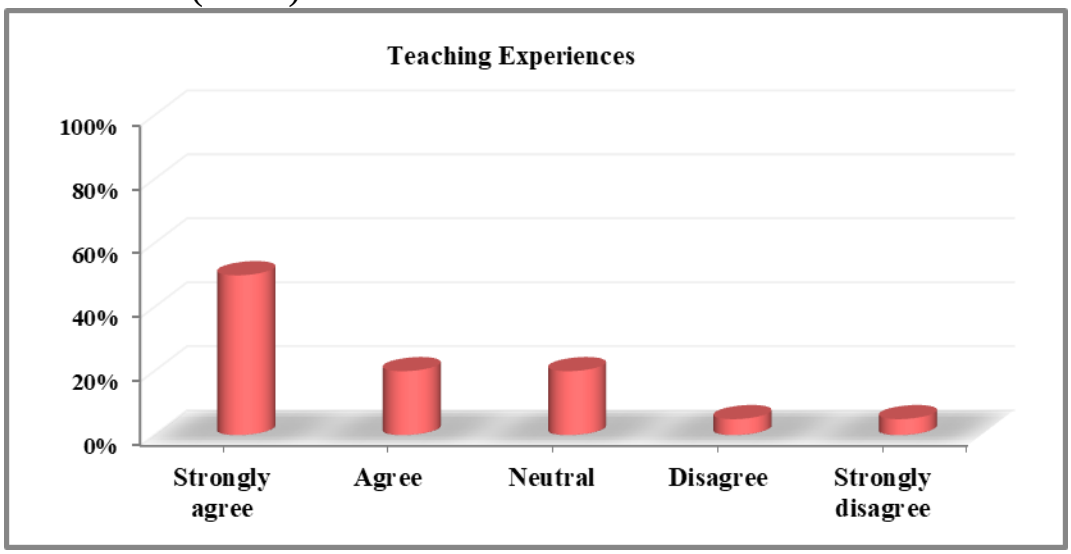

Figure (2)

The arithmetic mean of the opinions of the research sample students reached (4.05) with a degree of agreement "Agree", which indicates the agreement of the opinions of the research sample students in terms of teaching experiences .

Figure (2) shows the opinions of the research sample members according to the percentage of each level.

Table (5)

Item	Response	Frequencies	Percent (%)	Arithmetic mean	SD	Agreement	Chi-square	
							c^2	P-value
Design concepts	Strongly agree	39	65%	4.65	0.48	Strongly agree	5.40	0.02
	Agree	21	35%					
	Neutral	–	–					
	Disagree	–	–					
	Strongly disagree	–	–					

Table (5): Frequencies, percentage, arithmetic mean, standard deviation, degree of agreement, and results of the Chi-square test for the opinions of the research sample students in terms of Design concepts**.**

Table (5) shows that there are statistically significant differences between the opinions of the research sample students in terms of Design concepts, as the value of "Chi^2" reached (5.40). The significance level (0.02) and the arithmetic mean of the opinions of the research sample students reached (4.65) with a degree of agreement, "Strongly agree", which indicates the agreement of the opinions of the research sample students in terms of Design concepts

Figure (3) shows the levels of opinions of the research sample members according to the percentage of each level.

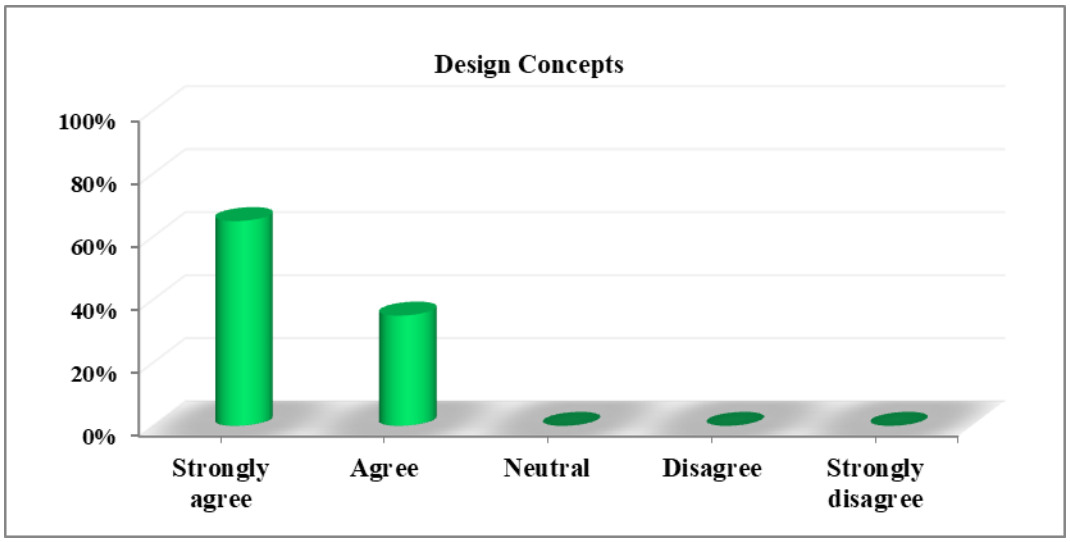

Figure (3): Shows the levels of opinions of the research sample members according to the percentage of each level.

Table (6): Frequencies, percentage, arithmetic mean, standard deviation, degree of agreement, and results of the "Chi-square" test for the opinions of the research sample students in terms of Students engagement.The table shows that there are statistically significant differences between the opinions of the research sample students in terms of Student engagement, as the value of "Chi^2" reached (15.60). The significance level (0.001) and the arithmetic mean of the opinions of the research sample students reached (4.40) with a degree of agreement, "Strongly agree", which indicates the agreement of the opinions of the research sample students in terms of Student engagement.

Table (6)

Item	Response	Frequencies	Percent (%)	Arithmetic mean	SD	Agreement	Chi-square	
							c^2	P-value
Students engagement	Strongly agree	30	50%	4.40	0.67	Strongly agree	15.60	0.001
	Agree	24	40%					
	Neutral	6	10%					
	Disagree	–	–					
	Strongly disagree	–	–					

Figure (4) shows the levels of opinions of the research sample members according to the percentage of each level.

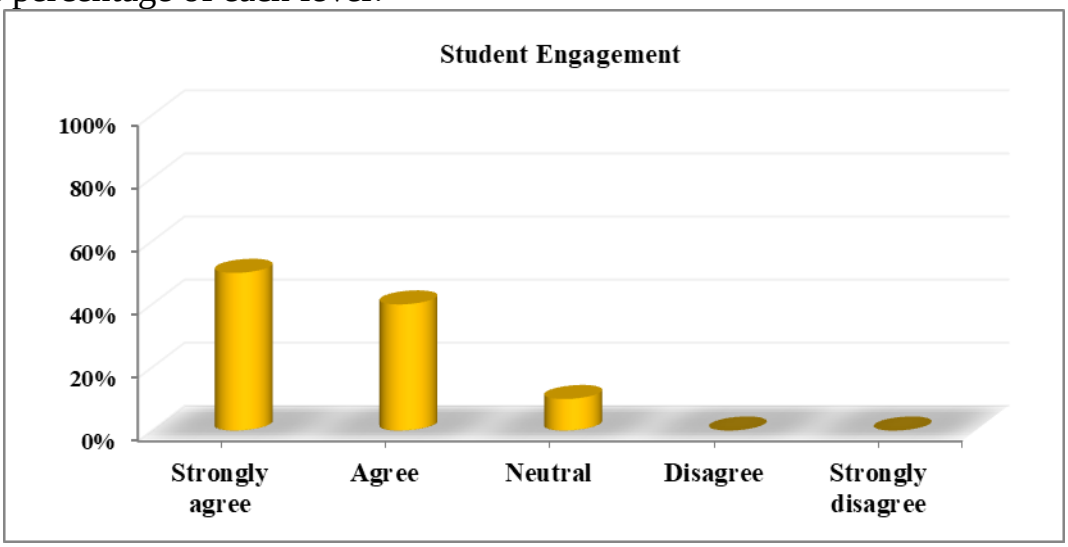

Figure (4): Shows the levels of opinions of the research sample members according to the percentage of each level

.Table (7): Frequencies, percentage, arithmetic mean, standard deviation, degree of agreement, and results of the Chi^2 test for the opinions of the research sample students in terms of Student collaboration

Table (7)

Item	Response	Frequencies	Percent (%)	Arithmetic mean	SD	Agreement	Chi-square	
							c^2	P-value
Students collaboration	Strongly agree	36	60%	4.55	0.59	Strongly agree	27.30	0.001
	Agree	21	35%					
	Neutral	3	5%					
	Disagree	–	–					
	Strongly disagree	–	–					

Table (7) shows statistically significant differences between the opinions of the research sample students in terms of Student collaboration. The value of "Chi^2" reached (27.30) and the significance level (0.001). The arithmetic mean of the opinions of the research sample students reached (4.55) with a degree of

agreement "Strongly agree", which indicates the agreement of the opinions of the research sample students in terms of Student collaboration.

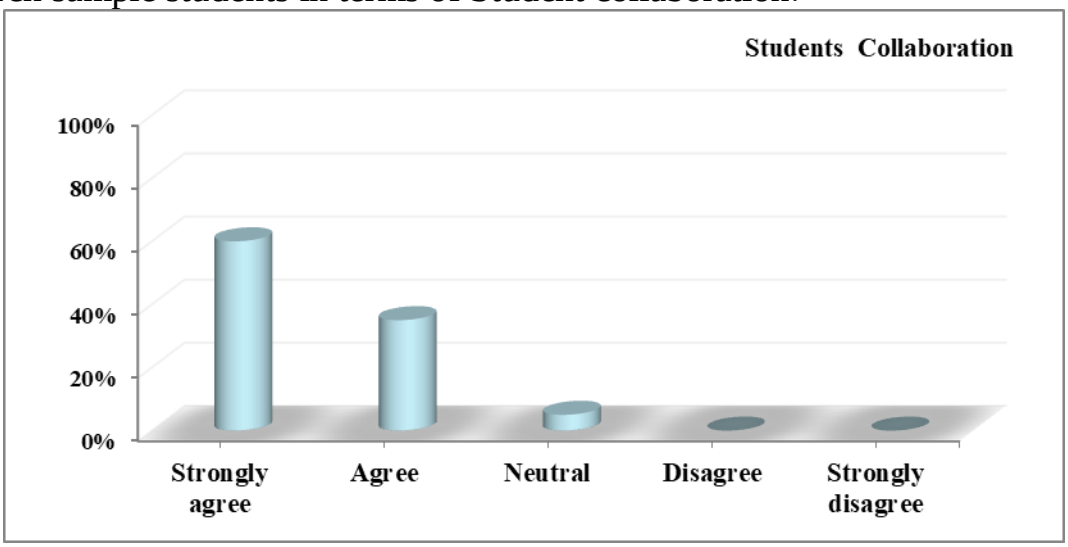

Figure (5): Shows the levels of opinions of the research sample members according to the percentage of each level.

Table (8): Frequencies, percentages, arithmetic mean, standard deviation, degrees of agreement, and results of the Chi-square test for the opinions of the research sample students regarding Training needs**.**

Table (8)

Item	Response	Frequencies	Percent (%)	Arithmetic mean	SD	Agreement	Chi-square	
							c^2	P-value
Training needs	Strongly agree	39	65%	4.65	0.48	Strongly agree	5.40	0.02
	Agree	21	35%					
	Neutral	–	–					
	Disagree	–	–					
	Strongly disagree	–	–					

Table (8) shows that there are statistically significant differences between the opinions of the research sample students regarding Training needs, as the value of "Chi^2" reached (5.40) and the significance level (0.02). The arithmetic mean of the opinions of the research sample students reached (4.65) with a degree of agreement of "Strongly agree," which indicates the agreement of the opinions of the research sample students regarding Training needs.

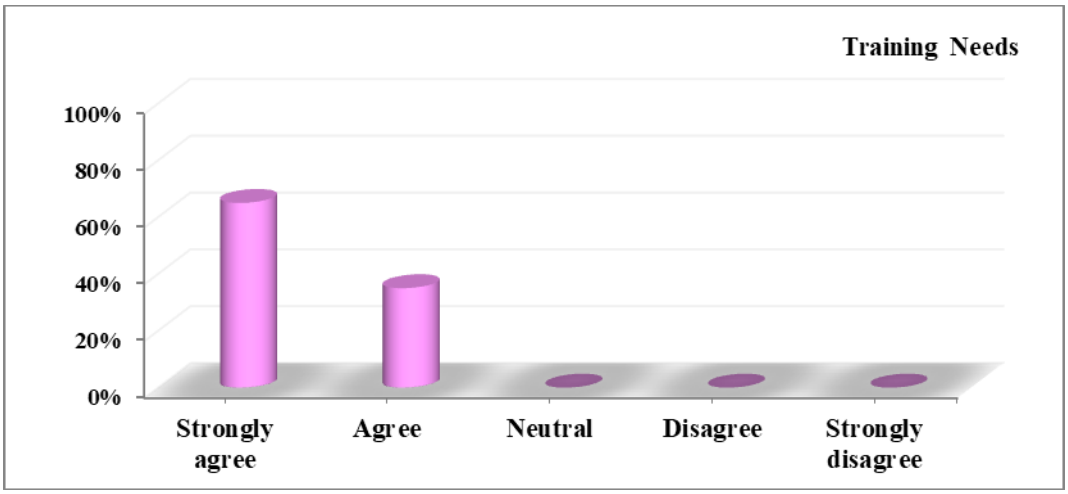

Figure (6): Shows the levels of opinions of the research sample members according to the percentage of each level.

Table (9): Frequencies, percentages, arithmetic mean, standard deviation, degrees of agreement, and results of the Chi^2 test for the opinions of the research sample students regarding Training needs**.**

Table (9)

Item	Response	Frequencies	Percent (%)	Arithmetic mean	SD	Agreement	Chi-square	
							c^2	P-value
visual communication Skills	Strongly agree	36	60%	4.60	0.49	Strongly agree	2.40	0.121
	Agree	24	40%					
	Neutral	–	–					
	Disagree	–	–					
	Strongly disagree	–	–					

Table (9) shows that there are no statistically significant differences between the opinions of the research sample students in terms of Training needs, as the value of "Chi^2" reached (2.40) and the significance level (0.121). The arithmetic mean of the opinions of the research sample students reached (4.60) with a degree of agreement "Strongly agree", which indicates the agreement of the research sample students in terms of training needs.

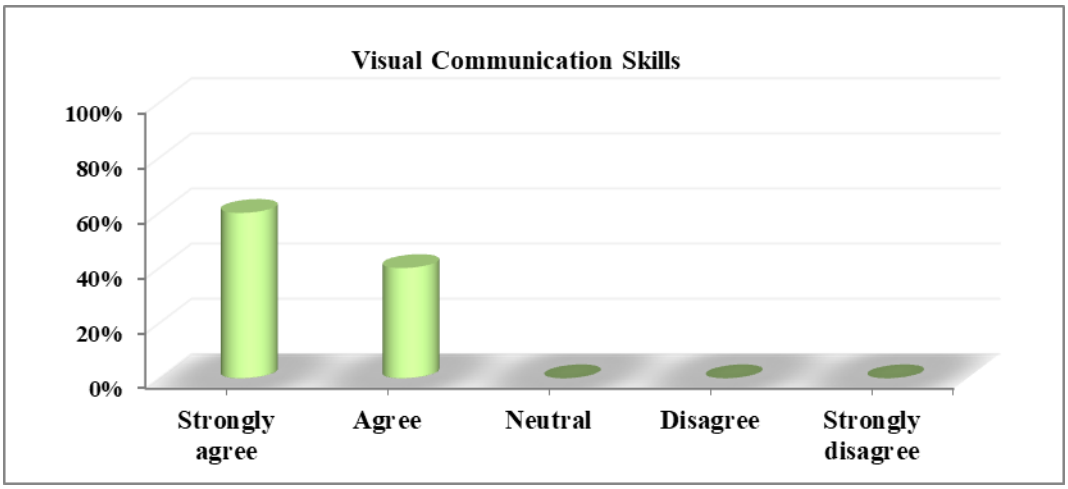

Figure (7): Shows the levels of opinions of the research sample members according to the percentage of each level.

Table (10): Arrangement of questionnaire items according to the arithmetic mean for each item and the overall evaluation of the questionnaire according to the opinions of the research sample students

Table (10):

Items	Arithmetic mean	SD	Percent (%)	Agreement	Ranked
Creating a visual design	4.50	0.68	90%	Strongly agree	5
Teaching experiences	4.05	1.17	81%	Agree	7
Design concepts	4.65	0.48	93%	Strongly agree	1
Students engagement	4.40	0.67	88%	Strongly agree	6
Students collaboration	4.55	0.59	91%	Strongly agree	4
Training needs	4.65	0.48	93%	Strongly agree	1 Rep.
Visual communication skills	4.60	0.49	92%	Strongly agree	3
Questionnaire	4.49	0.71	89.71%	Strongly agree	

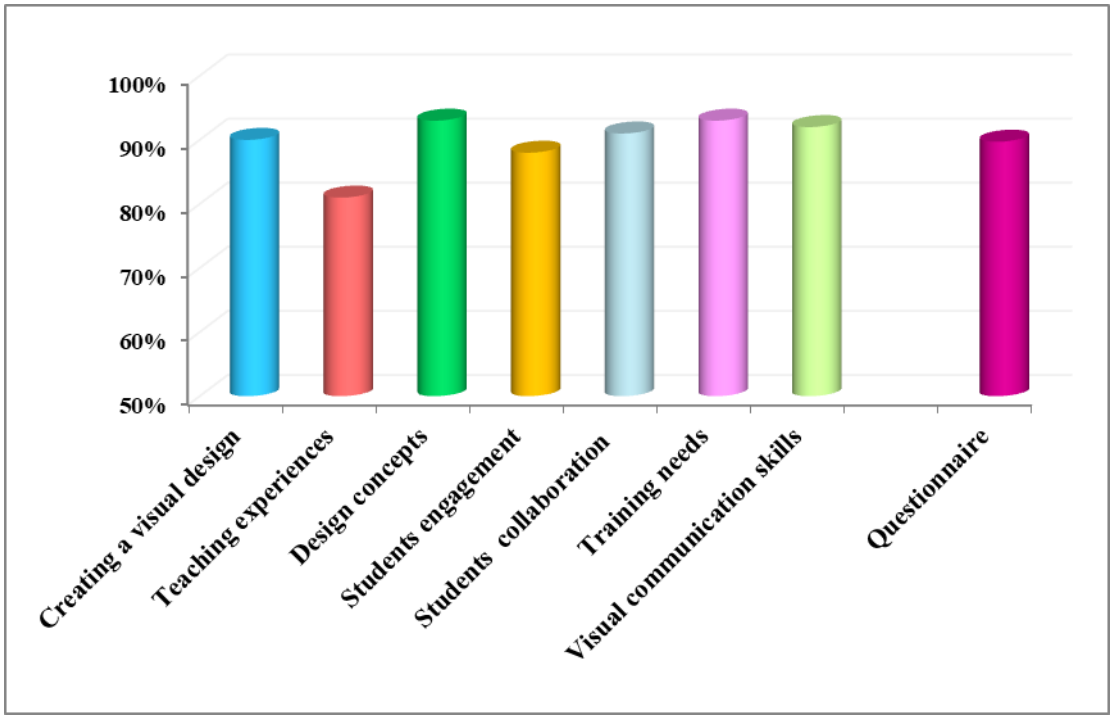

Figure (8): Shows the questionnaire items and the overall evaluation of the questionnaire according to the relative weight of each one.

Conclusion

1. The study examined Canva's influence on visual designing skills, specifically creativity, understanding design principles, and collaborative and peer learning.
2. The benefits are significant, as most students feel additional training is required to optimise the use of Canva in art teaching.
3. Canva's digital nature enables students to quickly revise and improve their work, which fosters a growth mindset and encourages continuous creative development.
4. Integrating Canva has led to increased creativity and improved visual communication.
5. Adding Canva to the drawing curriculum enhances students' artistic skills and prepares them for success in the digital world of the future.

Recommendation

By being aware of factors that may hinder student's creativity and collaboration when using Canva, students can create solutions in advance and decide how to integrate the platform into their academic endeavours effectively and progressively. As classrooms slowly become less on paper and more on screens, students and educators must integrate and learn to use digital tools like Canva to

possess the digital literacy skills required to succeed today. However, the advantages of Canva are as follows:

1. Enhanced accessibility and flexibility.
2. Integrated learning tools,
3. Data-driven insights for instructors.
4. Significantly Enhance educational outcomes.
5. Ensure high levels of student satisfaction.
6. As classrooms progressively shift from paper to digital screens, students and educators must adapt by embracing digital tools like Canva to cultivate the digital literacy skills essential for success in today's world.

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