

Can a Machine Teach Creativity?

AI-Driven Feedback in Graphic Design Education

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1. RESEARCH QUESTIONS	<ul style="list-style-type: none">Can AI driven platforms effectively critique visual design beyond a technical surface-level analysis?Does AI feedback promote or limit creativity and risk-taking in student work?How does reliance on automated feedback affect students' ability to self-critique & develop an independent design voice?		METHODOLOGY
2. INTRODUCTION	<p>This poster explores these questions through the lens of a classroom case study involving 11 design students who developed corporate identity systems for self-created fashion brands. Throughout the project, students used AI-supported tools for ideation, composition feedback, and presentation refinement.</p> <p>This research invites educators and researchers to consider how AI tools can be positioned as support rather than substitute—augmenting learning while safeguarding the core of creative exploration.</p>		<p>This practice-based study draws on a class-room case study with 11 undergraduate design students developing corporate identity systems for fictional fashion brands. Students received both peer and AI-generated feedback throughout the design process.</p> <p>Data collection included:</p> <ul style="list-style-type: none">Observation of critique sessions (human-led vs. AI-assisted)Analysis of student design iterationsReflective student statements on the feedback's valueInstructor reflections on perceived changes in creative risk-taking and decision-making <p>The project adopts a qualitative, interpretative approach, focusing on how AI integration shapes design critique and student agency.</p>
3. KEY CONCEPTS	<p><i>AI-Supported Visual Design Feedback</i></p> <p>AI tools like Adobe Firefly, ChatGPT, and Canva offer real-time feedback supporting students in concept development, implementation and amendments for a broad range of multidisciplinary design work.</p> <p><i>Student Agency vs. Automation</i></p> <p>When AI offers instant evaluations, students may become passive recipients rather than critical thinkers. How do we ensure that automated critique enhances, rather than replaces, student reflection, authorship and independent creativity thinking?</p> <p><i>Educational Strategies for Balanced Integration</i></p> <p>The classroom must adapt. Educators now have the task of helping students navigate — and question — feedback from both humans and machines. Teaching students to evaluate the quality of critique becomes as important as the design itself.</p>		REFERENCES
5. BENEFITS VS. LIMITATIONS	<p><i>Strengths of AI</i></p> <ul style="list-style-type: none">Immediate feedback accelerates iterationcan help break creative blocksTechnical insights support visual learningReduces over-reliance on instructor opinionOffers design alternatives (vector SVG code)	<p><i>Limitations of AI</i></p> <ul style="list-style-type: none">Promotes homogenized, data-driven aestheticsReflects built-in biases in training dataCan be misled by additional or reflective inputsOverlooks subtle flaws & creative potentialRarely suggests unconventional approachesStruggles with ambiguity & symbolic meaningLacks emotional sensitivity of audience contextShows deficiencies in cultural awarenessMay foster passive acceptance of AI feedback	<p>Jin, Y., & Lee, S. (2024). The creative cosmos beyond humans: a symphony of participatory design and AI-enabled visual-based design.</p> <p>Liu, W., & Kim, H.-G. (2025). The visual communication using generative artificial intelligence in the context of new media.</p> <p>McCormack, J., Gifford, T., & Hutchings, P. (2019). Autonomy, Authenticity, Authorship and Intention in Computer Generated Art. In Proceedings of the 10th International Conference on Computational Creativity</p> <p>Miceli, M. (2024, February 5). The future of design: How AI is shifting designers from makers to curators. UX Magazine</p> <p>Wang, Y., & Zhang, J. (2024). Enhancing visual communication design education: Integrating AI in collaborative teaching strategies.</p>
6. DISCUSSION PROMPTS	<ul style="list-style-type: none">Where should education draw the line between AI assistance & core design teaching?How do we ensure students maintain curiosity & experimentation ('critique the critique')?Is AI reshaping how design educators write assignment briefs and assessment criteria?Will AI overcome its deficits in emotional & cultural sensitivity of audience context?		