Usage of AI by college students: A Perception Study of Media Academicians

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ABSTRACT

Artificial Intelligence (AI) and machine learning technologies have gained significant traction and popularity in academia over the last ten years. Debates over the effects of these technologies on academia have resulted from this expanding tendency. This paper's goal is to find out how media academicians feel about the usage of AI by the students, the challenges and difficulties that come along with the addition of AI in the academia and media education, to find out how the media academicians based on their experiences feel AI would affect the media students growth whether they think of it as a boon or a bane for the students, how the feel this new addition of AI into the education world would impact the creativity of the college going students.

In order to accomplish this, eight media academicians were interviewed in-depth and their thoughts and opinions based on their experiences on the matter were examined. It is evident that media academicians think that AI will be a useful tool in self-learning and teaching methodologies. It can act as a source of inspiration for fresh subjects and fields of study. In spite of these benefits, media academicians additionally have moral and ethical issues with its usage by students, such as plagiarized content, lack of effort, copy pasting culture and the need for always finding shortcuts due to the dependency.

Keywords: Artificial Intelligence, Media Academicians, Media Education, Growth, Perception, Academics, Creativity.

1. INTRODUCTION

The ability to study, comprehend and form reasoned judgements or opinions is the definition of intelligence. Artificial intelligence, or AI, is the ability of a computer or tool that is controlled by a computer to do things that intelligent beings normally do. This word is often used to talk about the work that goes into making AI systems that can think and reason like humans, including finding meaning, generalising and learning from experience. Since the 1940s, when the first digital computer was made, it has been shown that computers can be designed to do very hard tasks, like finding proofs for mathematical theorems or playing chess very well. Even though computer memory and processing power are always getting better, no software can fully mimic human adaptability in a wider range of areas or in jobs that require a lot of general knowledge. Some programmes can now do as well as experts and professionals because artificial intelligence has grown to the point where it can be used in limited ways, like medical analysis, computer search engines, voice or handwriting recognition and chatbots. A computer or robot that can think and act like a person is said to have artificial intelligence (AI). AI also refers to the attempts to make computer systems that can think and act like humans. In this way, the main idea behind artificial intelligence could be described as robots or algorithms that can think or act in ways that are similar to human ones. The idea that computers in people's homes will have artificial intelligence may come from the way things work now. It could look and act in many ways in our lives **(Britannica Technology and Artificial Intelligence,1998)**.

The genesis of artificial intelligence (AI) occurred between 1950 and 1956, marked by significant milestones. Alan Turing's seminal work, "Computer Machinery and Intelligence," introduced the Turing Test, a benchmark for assessing machine intelligence. During this period, the term "artificial intelligence" gained currency. Noteworthy events included Turing's Imitation Game proposal in 1950, Arthur Samuel's independent learning checkers program in 1952 and John McCarthy's 1955 Dartmouth workshop that popularized the term. The AI maturation phase from 1957 to 1979 witnessed both advancements and challenges. John McCarthy introduced LISP in 1958, the first programming language for AI. The 1960s saw the inception of expert systems and industrial robots, while 1973 marked a funding setback following James Lighthill's report. The late 1970s showcased breakthroughs like Stanford Cart's autonomous navigation. The 1980s ushered in the AI boom with increased research interest and funding. Expert systems like XCON debuted and Japan allocated substantial funds for the Fifth Generation Computer project in 1981. However, the AAAI warned of an

impending "AI Winter" in 1984, predicting reduced funding and interest. Noteworthy 1980s innovations include AARON, the first drawing program and Alacrity, an advanced expert system. The AI Winter indeed unfolded from 1987 to 1993, marked by reduced interest and funding. Setbacks in machine markets and expert systems, coupled with the end of the Fifth Generation project, contributed to this downturn. From 1993 to 2011, despite the AI Winter, progress ensued. Deep Blue defeated a chess champion in 1997 and innovations like Roomba and speech recognition emerged. Increased funding propelled AI into everyday life. The period from 2012 to the present is characterized by Artificial General Intelligence (AGI). Developments include Google's neural network recognizing cats in 2012, Sophia the humanoid robot in 2016 and OpenAI's GPT-3 beta testing in 2020, capable of creating content indistinguishable from human output. Recent years witnessed AI milestones such as Google's AlphaStar excelling in StarCraft 2 and OpenAI's DALL-E understanding images to generate accurate captions in 2021 **("Artificial Intelligence (AI)," n.d.)**.

When teachers and AI work together, it makes things more efficient, personalised and administrative, giving teachers more time to learn and change. Differentiated and individualised learning is made possible by AI, which changes material based on students' needs, gives them challenges that are just right for them, finds knowledge gaps and responds to when they say they are having trouble. Artificial intelligence (AI) tools like Presentation Translator make it easier for everyone to get in, regardless of language hurdles or disabilities. Administrative jobs, like grading, are done automatically, which gives teachers more time to interact with each student individually. AI-powered teaching and support go beyond the classroom and help students with their homework and studying for tests at home. AI mentors, smart material and virtual global conferences for educators are all new developments that show AI in education will have a huge impact in the future **(Bernard Marr, 2021)**. Artificial Intelligence (AI) is transforming education by offering innovative solutions that cater to diverse learning scenarios. The applications of AI in education include automating tasks like grading, allowing teachers to focus on individualized student interactions. AI-driven tutoring programs provide additional support, assisting students in mastering fundamental concepts outside regular class hours. Instant feedback mechanisms analyze course progress, alerting educators to performance issues for timely intervention. AI identifies learning gaps, offering customized hints for correction and ensuring a comprehensive understanding of course concepts. This transformative technology changes teacher roles, potentially turning them into facilitators with

more emphasis on personalized student support. Personalized learning plans, generated by AI systems, adapt teaching methods to individual student needs. AI contributes to dynamic and adaptive learning environments by generating smart content such as digital lessons and visualizations. Additionally, AI supports students with special needs, offering tailored assistance and promoting inclusivity. Overall, AI enables universal access to education, providing students the flexibility to learn anytime, anywhere and access high-quality courses globally **(Artificial intelligence in education, n.d.)**.

1.2 Research Problem:

Despite the increasing prevalence of AI usage among college students, there's a notable gap in understanding how media academicians perceive its integration into education and its impact on creativity. Investigating the challenges, opportunities and experiences in this context is essential for optimizing AI's role in media education and fostering academic growth and creativity among students.

1.3 Significance of the Study:

This study holds paramount significance in unveiling the perceptions of media academicians regarding the use of Artificial Intelligence (AI) by college students. In an era dominated by AI, understanding how educators view its integration into media education is crucial. Uncovering the challenges and opportunities associated with AI in this context will inform educational strategies. Furthermore, delving into the experiences of media academicians offers valuable insights into the impact of AI on students' academic growth and creativity, paving the way for nuanced discussions on the ethical dimensions of AI usage.

1.4 Rationale of the Study:

The rationale for this study lies in addressing the insufficiency surrounding the precise and ethical usage of AI by college students, particularly in media education. By exploring the perspectives of media academicians, the study aims to uncover the nuances of challenges and benefits tied to AI integration. Understanding how professors perceive students' interaction with AI provides a holistic view of its impact on academic progress and creativity. With a focus on ethical considerations, the study offers a timely contribution to the evolving dynamics between students, media education and AI, ensuring informed recommendations for effective implementation.

2. REVIEW OF LITERATURE

According to the author **(Wang et al., 2023)** impact of artificial intelligence (AI) on the education of international students, focusing on its potential applications and associated concerns. The global landscape of higher education is changing, with the number of international students expected to reach eight million by 2025. To address these challenges and enhance their academic experience, higher education institutions are increasingly exploring AI applications. AI in education can provide personalized and adaptive learning opportunities, such as developing customized content and offering language translation services. AI-based writing and revision assistants can provide valuable feedback on students' work, enabling them to improve their grades.

However, AI has limitations and risks, such as potential misunderstandings or miscommunications due to accents and dialects and limited exposure to diverse perspectives. Higher education institutions must actively define the usage and scope of AI in education for international students. By carefully evaluating the potential benefits and risks of AI, universities can develop theories and models that support its implementation to maximize its benefits for all students and improve the educational experience.

The integration of AI in higher education holds great potential for enhancing the educational experience of international students. However, careful consideration of the benefits and risks is necessary to ensure that AI applications are implemented to maximize their benefits and address the unique needs and challenges of international students.

By exploring the current applications of AI, discussing potential future developments and addressing the associated concerns, to the ongoing dialogue on the role of AI in education and its impact on international students. Exploring the impact of artificial intelligence (AI) on international students' education, focusing on its potential to improve educational administration, curriculum development, teaching and learning processes.

AI offers personalized and adaptive learning opportunities, enhancing the overall quality of education. However, balancing the risks and rewards of AI in education, such as language

barriers and cultural differences, is crucial. The future of education for international students is exciting, with AI playing a critical role in enhancing learning and improving educational outcomes.

Higher education institutions should continue researching and developing AI applications to provide a more inclusive, accessible and practical educational experience for all students, regardless of their background or circumstances.

According to **(Holmes & Tuomi, 2022)** the relationship between Artificial Intelligence (AI) and education is complex and this is derived by critically examining the historical roots, current uses and possible future directions of AI in the educational landscape. Emphasizing how important it is to have a complete understanding of the technical possibilities and wider educational purposes.

Potential problems might come up on the AIED highway, these include moral issues, problems with personalisation and making money off of educational technologies. In addition to talking about technical issues, the future of AIED is seen as the growth of human and artificial cognition working together to help improve human learning and cognition and how the basic structure of the internet is about to change. It predicts a move towards decentralised data processing, broad use of virtual and augmented reality and real-time integration of the digital and physical worlds.

Further covering the current and future aspect of AI like ChatGPT in academics **(Livberber & Ayvaz, 2023)**, states that since it came out in November 2022. Many people believe it is the smartest and most advanced language model ever made. They also believe it is the best computer ever. ChatGPT was one of the first ones to use AI. People use it to write computer code, make their homes look nice and think of new business ideas. You can also use it as a search engine to get information that is relevant to the present. When you combine ChatGPT with computer vision and robot technologies, you can make smart AI systems that can talk to each other. This will change how people use technology. We need better training methods and bigger datasets to make language models work better. ChatGPT could also be used to make things more unique and personalised because it can learn from how people use it and what they like.

ChatGPT is a strong programme that can be used to write science and academic papers. It helps experts out a lot and saves them time and work. It can write articles, help writers improve their work, find quotes and write articles. ChatGPT can also be used to teach and learn. It can help students understand difficult texts, recap them and come up with ideas for writing assignments. But the fact that many people use it might make some people worry about losing their jobs in the future. The people who study AI say that ChatGPT can't do original science research or replace the human brain and creativity. It also doesn't have the organised thinking skills or correct knowledge for school assignments or longer pieces of writing. It's hard for ChatGPT to think critically and it doesn't know much about a certain area of science that is needed for scientific study. It may not reflect the moral, cultural and social ideals that academics value and its narrow focus and lack of knowledge make it hard to use statistical methods and chances to do research.

(Bin-Nashwan, Sadallah, & Bouteraa, 2023) found was that the use AI language models like ChatGPT for schoolwork was because academic integrity affects usage, while time-saving features, e-word of mouth, academic self-efficacy, self-esteem and perceived stress all have good effects on usage. Peer pressure and academic honesty are bad things that affect usage and people with different interests should work together to make rules for the proper use of AI chatbots in research and academic work.

When Artificial Intelligence (AI) and academic essay writing come together, they change the way education is done because they improve and change each other. AI improves academic writing by providing dynamic, engaging learning environments and personalised learning paths through its cutting-edge technologies and adaptable learning methods. The results showed that students liked AI-powered writing tools, stating that they were helpful for checking grammar, finding plagiarism, translating languages and making essay plans.AI was shown to help students get better at writing, believe in their own skills and understand the importance of academic honesty. But some students were worried about how it might affect their ability to be creative, think critically and write in an honest way. AI plays a big part in helping with academic writing, which shows how important it is to keep the two together in a way that encourages creativity and critical thinking in the classroom. **(Malik et al., 2023, p. xx)**

In a study conducted by **(Ghotbi & Ho, 2021, p. xx)** it was found that most of the students (58% of the total 467 number of students surveyed) thought that unemployment was the most important moral problem with AI. The second largest group of students (12%) were worried about moral problems connected to emotional AI, such as how AI might change human behaviour and feelings and how it might affect robots' rights and feelings. A small group of students (6% of those surveyed) talked about the risk of AI controlling society, AI bias (6%), AI making things less fair (5%), loss of privacy (4%), AI mistakes (3%), AI that is evil (3%) and AI security breaches (3%). The study's conclusion is that college students don't know much about the moral implications of AI technologies. It suggests that teaching about the ethics of AI should be a part of the syllabus.

In another study on how the use of artificial intelligence in higher education affects students' confidence, creativity and ability to learn, the authors **(Wang, Sun, & Chen, 2022, p. xx)** found that AI, or artificial intelligence, is a powerful tool that is changing the world and schools. To help kids be more creative and do better in school, AI needs to be looked into. HEIs' artificial intelligence capability is a three-order variable that is shaped by three formative second-order variables: resources (data, technical and basic resources); skills (technical skills, teaching applications and collaboration competencies); and consciousness (reform, innovation consciousness), secondly, HEIs' artificial intelligence capability has a big effect on students' creativity and sense of self-efficacy; and lastly that HEIs' artificial intelligence capability has a big effect on students' creativity and sense of self-efficacy. The idea that resource-based theory can be used to explain new technology practices was supported. It also breaks down how it all works, especially how students' creativity, self-efficacy and success in learning are linked. It was also suggested that we set aside money and time to work on artificial intelligence, help students and teachers learn better ways to use technology, let AI guide how we teach and learn and help students be more creative and do better in school.

The author **(Saputra, Astuti, Sayuti, & Kusumastuti, 2023, p. xx)** says that AI has a lot of potential in education when it comes to delivering learning materials, evaluating students, setting up management systems and making decisions about educational policy. At the same time, the problems are with teaching methods, school structures and reading and writing. Threats come up that have to do with keeping personal information safe, building character and teaching ethics. Lastly, problems include the high costs needed, the fact that there aren't many

teaching and professional development programmes that prepare people to use AI and the fact that changes to the curriculum and the structure of education happen slowly. The author came to the conclusion that there are possibilities, challenges, threats and problems with using AI in schools. Here are four areas where AI could be used to improve education: delivering learning materials, evaluating learning, learning management systems and other areas like making educational policy, among others. Pedagogical issues, educational systems and literacy are some of the problems that come up when AI is used in education.There are also risks that come up when AI is used in education, such as the safety of teachers' and students' personal information, the limited room for building character and issues of educational ethics. Lastly, three things get in the way of implementing AI: the high costs; the fact that there aren't many ways for teachers and professionals to get trained in AI skills; and the fact that programme structure and level of education change slowly.

Researchers **(Chen, Xie, Zou, & Hwang, 2020, p. xx)** found that interest in and impact of AI research are both growing. However, not much work had been done to bring deep learning technologies into educational settings. Traditional AI technologies like natural language processing are commonly used in education, while more advanced techniques are not. Findings told to look into the possibility of using AI in real classrooms; focus on finding detailed links between students' answers and the desired conceptual understanding in intelligent tutoring systems; pay more attention to the use of advanced deep learning algorithms; focus on issues that students face while they are learning; and closely combine the use of AI technologies with education.

Author **(Gocen & Aydemir, 2020, p. xx)** found that using Artificial Intelligence (AI) in schools could have both good and bad effects on teachers and schools. with generally positive views of AI, focusing on how it could help schooling. But teachers and academics point out some problems, which shows how important it is to think carefully about the situation and effects of AI in teaching. Even though AI in education is exciting and holds a lot of promise, the study stresses how important it is to manage these changes by having a deep conversation about what they mean. The results show that AI technologies are seen as an exciting area for people, but they should not be seen as an answer for all problems. There is a focus on legal, moral, educational, psychological and social issues, including possible dangers and benefits. Finding a generally good view of AI, with most people having positive opinions. Academics

tend to focus on the bad things that AI could do to education, while teachers see AI as helpful. AI systems are seen as helpful by experts in the field, who expect them to improve performance and solve problems faster, which will mean less work for humans. giving a full picture of how educational stakeholders feel about AI in schools and in school settings. The analysis of the data shows four main themes: products (what AI could do in education), drawbacks (what AI could go wrong with in education), benefits (what AI could do well in education) and ideas (how AI could be used in education). Recognising the pros, cons and risks that come with incorporating AI into schools and stressing the need for schools and lawmakers to take the initiative to take advantage of the AI's benefits in the educational field.

The use of AI by college students presents a nuanced landscape, with both promises and challenges. While AI promises enhanced learning experiences for students, it demands careful consideration. Positive perceptions abound, especially regarding personalized learning and improved academic performance. Yet, potential drawbacks must be addressed. Ethical concerns, privacy issues and the need for proper training becomes crucial for a judicious incorporation of AI in the realm of education.

3. OBJECTIVES AND RESEARCH METHODOLOGY

This study is about the perception of media academicians on usage of AI by college students and is highly significant in today's era as AI is growing at a very fast pace. Artificial intelligence has completely transformed the traditional way of teaching and learning. It is evolving everyday and gaining more and more popularity.

The methodology chapter delves into the rationale behind the selection of the qualitative research method, emphasizing its suitability for exploring the nuanced perspectives of media academicians. The primary objective of this chapter is to lay down a robust methodological foundation, ensuring the study's findings uphold the highest standards of rigor, validity and reliability. This meticulous approach aims to fortify the credibility and trustworthiness of the insights derived from the exploration of media academicians' perceptions regarding the utilization of AI by students.

3.1 Research Design

I have used qualitative research method in my work because I wanted to get to the in depth reasoning of the media academicians' perspectives on the usage of AI by college students. Qualitative research is preferred when it is desired to examine a problem or subject in depth **(Creswell, 2013).** Qualitative research tries to figure out how people feel and what they think about certain things or issues. This is why I thought it would be the best approach for my paper.

There are clear goals for my qualitative research: to get to the bottom of people's reasons and motives and to find common patterns in their thoughts and opinions. The sample in this kind of study is usually small unlike other methods of research . Since the research is not statistical, it looks for patterns through a qualitative lens. The main focus of my study is the analysis of non-numerical data to draw conclusions that are useful.

I then used deliberate sampling, which is also called purposive or non-probability sampling, as the next step in my qualitative process. This method of sampling involves choosing specific parts of the universe on purpose, in this case media academics, in order to make a sample that is representative of the whole universe. **(Kothari, 2004, p. xx)**

3.2 Research Tool - questionnaire - through interview

The main tool used was a carefully thought-out questionnaire that was cleverly given out during in-depth, face-to-face interviews. This method was chosen to make sure I had a full idea of the topic, which let me get into the specifics of how participants felt about students using AI. The point was to find deeper meanings and multifaceted insights into the factors that affect how they think and feel about using AI in school settings. The interviews were done on a limited scale with interested individuals with a view to secure greater insight into the practical aspects of the problem. **(Kothari, 2004, p. xx)**

The questionnaire crafted eight thought-provoking questions which were further thoughtfully divided into three distinct sections. In the first segment, participants delved into the challenges and opportunities encountered while integrating artificial intelligence into educational practices. The second section prompted reflection on their experiences, evaluating the satisfaction levels regarding students' utilization of AI in their academic pursuits. This allowed for nuanced insights into the perceived impact on academic growth. Finally, the third section probed the futurist outlook, capturing perspectives on the evolving role of AI in college

students' lives over the next five years, its potential effects on creativity and the broader implications of an increasing reliance on AI tools. This multifaceted approach ensured a comprehensive exploration of the subject matter, offering a rich tapestry of insights from the academicians' perspectives.

3.3 Sample Size-

In-depth interviews were conducted with eight media academicians to gain comprehensive insights into the research topic. The identities of the participants remain confidential for ethical reasons and they will be addressed as respondents. Addressing ethical considerations in research is paramount for upholding the integrity, confidentiality and well-being of participants, ensuring the study's credibility. To safeguard privacy, responses are treated with utmost confidentiality and anonymity. All collected data is securely stored and accessible only to authorized personnel involved in the research, guaranteeing that identifiable information is kept separate from survey responses. Participants are assured that their input will be aggregated and reported without disclosing individual identities, maintaining a commitment to ethical research practices **(Sim & Waterfield, 2019).**

3.4 Objectives

1. To identify the challenges and opportunities associated with integrating AI into media education

2. To find out the experiences of media academicians concerning the use of AI by college students and its effect on their academic growth

3. To study the perceptions of media academicians regarding the impact of AI on creativity among college-going students

4. DATA ANALYSIS AND DISCUSSION

Based on the interview data the discussion is presented below.

Incorporating artificial intelligence (AI) into educational settings presents numerous challenges and opportunities, as evidenced by various studies and surveys in the field. One significant challenge is the lack of familiarity and expertise among educators and students with AI tools and technologies. This lack of knowledge can hinder the effective integration of AI into teaching and learning practices. Without proper training and understanding, educators may struggle to incorporate AI tools into their lesson plans, while students may not fully grasp how to leverage AI for academic purposes.

One possible reason for the lack of knowledge about AI tools among educators and students is the rapid pace of technological advancement. AI is a complex and evolving field, with new tools and algorithms being developed regularly. Keeping up with these advancements can be challenging for individuals who are not directly involved in AI research or development. Additionally, AI technologies may not have been traditionally incorporated into educational curricula, leaving educators and students with limited exposure to these tools.

Despite the challenges associated with incorporating AI into education, there is growing recognition of the potential benefits it can offer, particularly in the field of media education. AI has the ability to analyze vast amounts of data quickly and efficiently, making it a valuable tool for understanding complex information and generating summaries or insights. In media education, where students often need to analyze large datasets or multimedia content, AI can help streamline the learning process and enhance students' comprehension and critical thinking skills.

One possible reason for the positive perception of AI in media education is its ability to automate repetitive tasks and free up time for more meaningful learning activities. By offloading tasks such as data analysis or content summarization to AI tools, educators can focus on facilitating discussions, providing personalized feedback and guiding students through deeper explorations of course materials. This can lead to a more engaging and interactive learning experience for students, which may contribute to their overall satisfaction with AI usage in the classroom.

However, despite the potential benefits of AI in education, there are also concerns about its impact on student learning and academic integrity. One common concern is the perceived

prevalence of copy-and-paste behavior among students, facilitated by easy access to online resources and AI-powered tools for text generation or summarization. This behavior can undermine students' critical thinking skills and academic integrity, as they may rely on AI to produce content without fully understanding or engaging with the material.

Another possible reason for dissatisfaction with students' use of AI is the fear that it may lead to a homogenization of academic work, with students relying on the same AI-generated content or templates rather than producing original work. This could stifle creativity and innovation in the classroom, as students may become less inclined to explore new ideas or approaches if they can rely on AI to provide pre-packaged solutions.

Furthermore, concerns about the impact of AI on academic growth are not unfounded, as several studies have highlighted the potential negative consequences of excessive AI usage in educational settings. These include an increase in plagiarism and academic dishonesty, a reduction in students' effort and engagement and a decline in creativity and critical thinking skills. However, it is important to note that the impact of AI on academic growth is likely to vary depending on how it is implemented and integrated into educational practices.

Looking ahead, there is a consensus among educators and researchers that AI will continue to play a significant role in shaping the future of education. However, there are divergent views on the extent to which students will become dependent on AI for their learning needs. Some argue that excessive reliance on AI tools could have detrimental effects on students' cognitive and socio-emotional development, leading to a loss of autonomy and self-efficacy. Others believe that AI can be used as a complementary tool to enhance students' learning experiences, providing personalized support and feedback tailored to their individual needs.

One possible reason for the uncertainty surrounding the future impact of AI on education is the complex interplay of technological, pedagogical and socio-cultural factors shaping its adoption and usage. While AI has the potential to revolutionize teaching and learning practices, its successful integration into education requires careful consideration of issues such as equity, access, privacy and ethics. Moreover, the rapid pace of technological innovation means that educators and policymakers must remain vigilant and adaptable in order to harness the full potential of AI while mitigating its potential risks and challenges.

In conclusion, while there are both opportunities and challenges associated with incorporating AI into education, its successful integration requires a holistic and evidence-based approach that prioritizes the needs and well-being of students. By leveraging AI to enhance teaching and learning practices, educators can create more engaging, personalized and inclusive learning environments that empower students to thrive in the digital age. However, it is essential to remain vigilant and critical of the potential risks and limitations of AI, ensuring that its usage is guided by ethical principles and a commitment to promoting student learning and success.

5. CONCLUSION

Media academicians exhibit a nuanced perspective on the integration of AI in education. While recognizing the potential benefits of AI as a learning tool and for understanding complex data, they express concerns about challenges, ethical issues and negative impacts on students' academic growth and creativity. The consensus on the transformative nature of AI in academia is balanced by apprehensions about dependency, lack of originality and the potential erosion of creativity. The findings underscore the need for a balanced approach in incorporating AI into media education, addressing ethical concerns and promoting responsible and creative AI usage among students. As AI continues to evolve, ongoing dialogue and research are crucial to inform educational strategies and ensure the ethical and effective integration of AI in media education.

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