International Conference
The Future of Education
Edition 15

THE INTEGRATION OF GENERATIVE ARTIFICIAL INTELLIGENCE AS A NEW ACTOR IN ACADEMIC FILM AND TELEVISION SCHOOLS

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The focus/main idea:

How students of content creation studies in academia perceive and integrate generative artificial intelligence into their studies,
and how their lecturers teach and perceive the use of generative artificial intelligence

The focus on content creation studies/film and television studies stems from the focus on studies that fundamentally combine human creativity with technology.

My goal is to see this technology as an equal actor and define the integration process under a theoretical model that provides conceptual concepts for use.

GENERATIVE ARTIFICIAL INTELLIGENCE IS EMERGING AS A "DISRUPTIVE TECHNOLOGY"

What is Disruptive Technology?

Technology that fundamentally changes established work methods and creates new paradigms in a field

Application in Higher Education:

Students and faculty integrate GenAI in academic content creation, screenwriting, and creative projects

78.7% of students frequently use GenAI tools, particularly ChatGPT (86.2% of users), primarily for concept clarification, brainstorming, and writing assistance (Chan & Hu, 2023)

Impact on the Professional World:

GenAI Transforms film and television workflows - from scriptwriting to editing and sound design

Enables high-quality professional content creation without massive investments

LITERATURE REVIEW:
STUDENTS GENERATIVE AI USE AND INSTRUCTORS' RESPONSES IN HIGHER-EDUCATION CREATIVE PROGRAMS

- Research confirms that **students** in higher education creative programs—

including art, design, film, animation, marketing, and communication—

are actively using generative AI for content creation.

Instructors generally recognize its value as a creative tool

but express concerns about authenticity, skill erosion, and ethical issues.

Students' Diverse Use:
Experimenting with generative AI for tasks such as:
ideation, prototyping, generating inspiration, solution exploration, and evaluation of creative outputs

LITERATURE REVIEW:
STUDENTS GENERATIVE AI USE AND INSTRUCTORS' RESPONSES IN HIGHER-EDUCATION CREATIVE PROGRAMS

Students' Diverse Use:

Students see AI as a practical tool for accelerating workflow,
increasing productivity,
and enhancing creativity

Concerns and Attitudes:

Students express caution about over-reliance on AI,
worrying it could erode their creative skills

LITERATURE REVIEW:
STUDENTS GENERATIVE AI USE AND INSTRUCTORS' RESPONSES IN HIGHER-EDUCATION CREATIVE PROGRAMS

Lecturers'/Instructors' Perspectives:

Educators across the arts and content production acknowledge generative AI's usefulness as a support for creative tasks, especially in the ideation and early prototyping phases, but stress the irreplaceability of the "human factor."

Concerns and Attitudes:

Concerns about students becoming over-reliant on AI, Issues of authenticity, academic integrity, copyright, and privacy.

THEORETICAL FRAMEWORK:
ANT – ACTOR NETWORK THEORY (BRUNO LATOUR)

- ANT theory identifies the various actors involved in cultural practices and technological processes that form the basis of social systems. Together, these actors form a tightly interconnected network—a dynamic, symmetrical, and heterogeneous system of relationships.

- Symmetrical analysis: Human and non-human actors possess equal agency in social networks, rejecting traditional subject/object distinctions

- Translation processes: Actors continuously negotiate, modify, and transform their interests through network interactions and intermediaries

METHODOLOGY

- **Qualitative research** - allowing for a deeper understanding of the integration of the new actor among students and lecturers who are engaged in a field of study that incorporates creativity (as a subjective human process).

Data collection:
15 semi-structured interviews were conducted with students of film, television and visual content creation from academic schools throughout Israel
15 semi-structured interviews were conducted with lecturers who teach content creation subjects at these schools

Data analysis:
An inductive thematic analysis was conducted on the interview transcripts.
Patterns and repetitions were identified that teach about the main topics. The process includes identifying categories and extracting main themes from them.

FINDINGS:
STUDENT PERSPECTIVE

GenAI as an "assistive technology/actor" - amplifies/improves existing capabilities

On the one hand, it is a significant actor that helps in professional tasks:
it increases existing capabilities, allows for more efficient work, or improves products.

However, it is not an actor that replaces students' basic capabilities that are lacking.

Aviv (30 years old):
"I use AI for color correction for all technical processes. Using AI in my studies allows me to focus on the art itself, without being too busy with technical tasks."

FINDINGS:
STUDENT PERSPECTIVE

GenAI as a "compensatory technology/actor" - replacing missing students' capabilities

Such as the ability to deeply understand complex texts, the ability to articulate, formulate, and even produce content.

This situation leads to a perception of personal incompetence and mental degradation

Maayan (21 years old):
"I read it and I don't understand anything, nothing, and it's written in Hebrew but I don't understand the point... it's a text from the 17th century and I don't understand. So I put it into the AI, and it tells me: Here he meant this, here he meant that. It has abilities beyond mine."

FINDINGS:
STUDENT PERSPECTIVE

Intermediate use causes internal conflicts:

There are cases of students using GenAI that are somewhere **between assistance and compensation,** or students who move between the two approaches.
This use is presented as an internal conflict over legitimacy and its implications for the student.

Maayan (21 years old):
"On the one hand, it increases motivation, but on the other hand, it always takes me to the same place - that it degenerates me a little.
If I didn't have the AI, I'm sure my motivation would be lower, because I think everything would be harder for me."

Orit (25 years old):
I was supposed to write a script. It was very, very difficult for me. So, I took a general idea that I had, and I used all kinds of AI programs. I asked each of them: "Let's turn this into an interesting documentary film."

FINDINGS:
FACULTY PERSPECTIVE

Proper Control:

Balance between **technical** use/integration and this actor's implication on human **creativity** (spirit)

Noam (44 years old):
I teach how to distinguish between when it's a tool and when it does the work for you, so you have no control over it.
When you are its slave and when it works for you. This difference between just creating content or creating your own art - brings something that is yours, different from anything else.

Yossi (78 years old):
You need to know how to harness things correctly, not misuse them, and see how a person's imagination can be used with new technology.
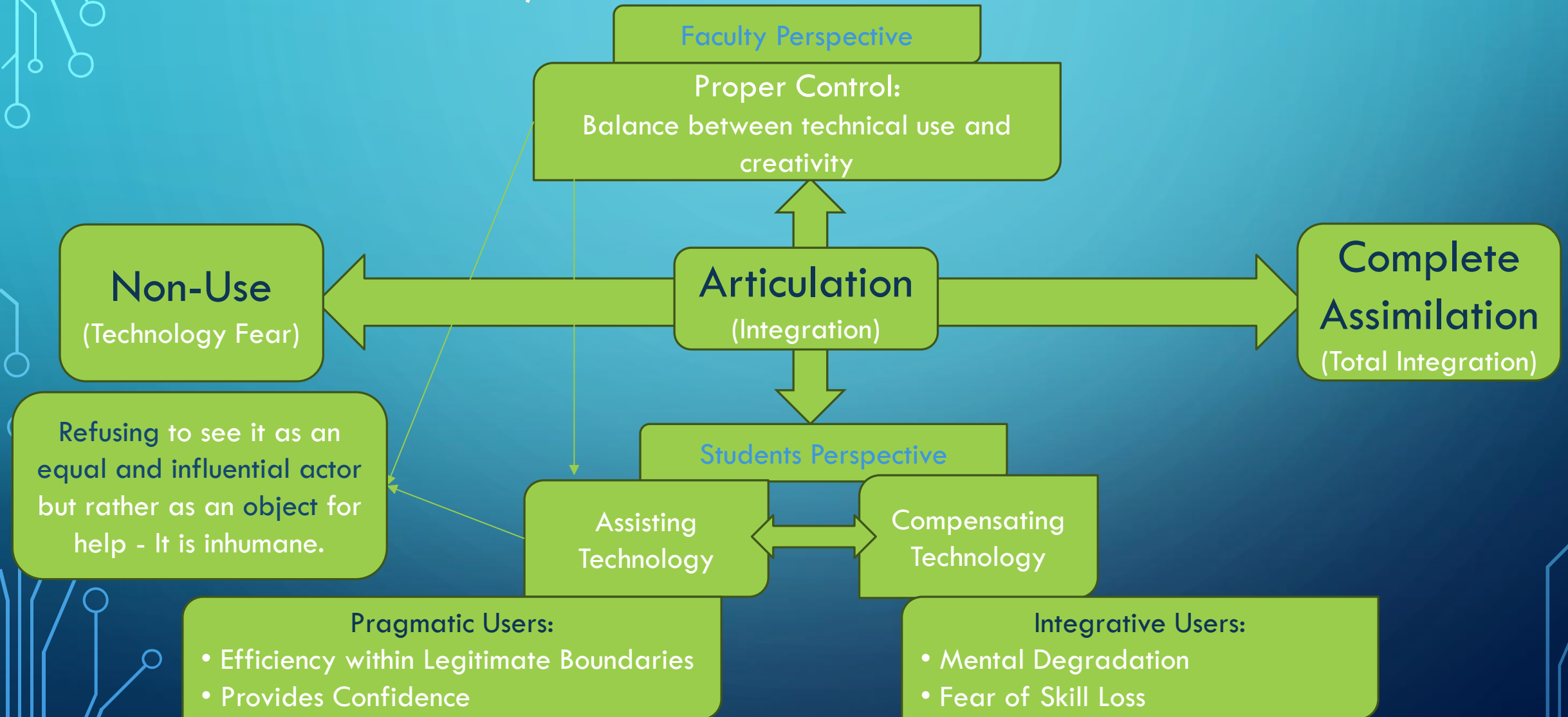
Einat (59 years old):
I also use AI with limited liability. Its products are good for me in terms of their efficiency but not in terms of their spirit.
When I teach a script, and sometimes students present me with a script that they seem to have worked on with AI, I feel that there is no spirit in it.

Thank you for your attention

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