AI+: Innovative Exploration and Practice of the "Intelligent Imaging" Curriculum System for New Liberal Arts (Postprint)

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Abstract

【目的】Objective: This study aims to address the structural contradictions facing theater and film education in the context of artificial intelligence, including outdated curriculum systems, disciplinary fragmentation and disconnection from industrial integration, and generative AI reshaping the production logic of media industries. 【方法】Method: By constructing an "Intelligent Imaging" curriculum system and comprehensively employing approaches such as teaching model innovation, deepened technology application, expanded creative practice, and interdisciplinary integration, this study selects media-oriented universities as pilot sites to conduct systematic practice of curriculum reform and talent cultivation mechanisms. 【结果】Results: Based on this, a curriculum framework and teaching methodology that align with the demands of the emerging digital film and television industry are proposed, achieving effective integration between traditional arts education and intelligent technologies. 【结论】Conclusion: Through the reform of the "Intelligent Imaging" curriculum system, the problem of disconnection between theater and film education and the development of intelligent media can be resolved, providing a feasible paradigm for constructing a future-oriented talent cultivation mechanism that integrates arts and technology, and promoting the intelligent transformation of theater and film arts education.

Full Text

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Abstract

[**Objective**] This study addresses the structural contradictions facing drama and film education in the context of artificial intelligence, including outdated curriculum systems, disciplinary fragmentation, disconnection from industrial integration, and the reshaping of media production logic by generative AI. [**Method**] By constructing an "Intelligent Imaging" curriculum system, this research employs comprehensive approaches including pedagogical innovation, deepened technology application, expanded creative practice, and interdisciplinary integration, selecting media universities as pilot sites to implement systematic curriculum reform and talent cultivation mechanisms. [**Results**] The study proposes a curriculum framework and teaching methodology that aligns with the needs of the emerging digital film and television industry, achieving effective integration between traditional arts education and intelligent technologies. [**Conclusion**] Through the "Intelligent Imaging" curriculum reform, the disconnect between drama and film education and the development of intelligent media can be resolved, providing a feasible paradigm for building a future-oriented talent cultivation mechanism that integrates arts and technology, and promoting the intelligent transformation of drama and film arts education.

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The continuous evolution of artificial intelligence technology is profoundly transforming the media ecosystem and artistic creation logic, posing unprecedented challenges to drama and film education systems. The "new" in New Liberal Arts lies in responding to national development needs, promoting shifts in talent cultivation priorities, and addressing the demands of new technologies and emerging needs [1]. In 2023, the Ministry of Education issued the "Reform Plan for Optimizing Discipline and Major Setup in Regular Higher Education," stating that by 2025, approximately 20% of discipline and major placements in universities should be optimized and adjusted to strengthen talent cultivation in key areas, promote the digital transformation of liberal arts majors, and build a knowledge system for philosophy and social sciences with Chinese characteristics. In 2025, the government work report at the National People' s Congress and the Chinese People' s Political Consultative Conference proposed the continued advancement of the "Artificial Intelligence Plus" initiative, while the Ministry of Education released the "White Paper on Artificial Intelligence Education," systematically planning how AI technology would reshape the entire chain of basic education, vocational education, and higher education. Grounded in national New Liberal

Arts research and reform practice projects and oriented toward national AI empowerment in education deployment, this study strengthens the driving role of innovation in drama and film disciplines and continuously improves the deep application of the "Intelligent Imaging" curriculum system in teaching model and talent cultivation innovation. Therefore, drama and film talent cultivation must be guided by New Liberal Arts construction concepts, exploring new paths for professional talent cultivation and constructing a new media talent cultivation system under the New Liberal Arts framework, centered on the technological background of AI development, combined with media characteristics and social requirements.

1. Background of Drama and Film Education Reform in Higher Education Empowered by Artificial Intelligence

Currently, drama and film education faces structural contradictions. First, the curriculum system lags behind industry transformation, with existing teaching content showing a generational gap from the digital transformation needs of the media industry, and insufficient teaching resource supply in cutting-edge fields of intelligent imaging communication. Second, there is a conflict between disciplinary segmentation and industrial integration in major setup, with low adaptability between specialized disciplinary directions and emerging professional demands. Third, generative AI tools are reconstructing media production logic, bringing about revolutionary changes in content production efficiency and pressure for professional skill iteration, making the disconnect between traditional talent cultivation models and industry demands increasingly apparent. Against this backdrop, using the "Intelligent Imaging" curriculum as a vehicle, this study constructs an innovation framework of "national strategy—industry demand—educational response" that both addresses education reform policy requirements and confronts the practical contradictions between technological iteration and humanistic value imbalance in the intelligent media transformation of drama and film majors. By reconstructing the "Intelligent Imaging" curriculum system, this research promotes the deep integration of AI tool application and traditional cultural communication, strengthens interdisciplinary digital literacy cultivation, solves intergenerational communication challenges in cultural inheritance and innovation, and explores a new talent cultivation model for drama and film majors that emphasizes both technological empowerment and humanistic leadership.

2. Foundation for Optimizing and Upgrading Practical Courses in Drama and Film Majors

Against the national backdrop of promoting high-quality development of the cultural industry and accelerating the deep integration of intelligent technology and education, practical courses in drama and film majors urgently need upgrading and optimization, focusing on industry-education integration, human-machine collaboration, and resource sharing to construct a practice-oriented, intelligence-

enabled innovative teaching system that cultivates high-quality interdisciplinary talents meeting the needs of the new-era film and television industry. Media education in the intelligent media era must break through the inherent limitations of traditional models and promote the systematic reconstruction of intelligent media theory systems [2]. First, deepen industry-education integration to build a practice-oriented talent cultivation system. Through close integration between education and industry, students' practical abilities can be enhanced and the gap between education and employment market demands shortened [3]. For practical courses in drama and film majors, industry-academia-research collaboration should be further strengthened to create a "university—enterprise—industry" linkage mechanism that pushes drama and film education toward applied and innovative development. On one hand, universities should establish long-term stable cooperative relationships with film and television production companies, new media platforms, and technology enterprises to jointly build practical teaching bases, introduce real industry projects into classrooms, and construct a "learning-by-doing, doing-by-learning" teaching model that enables students to develop creative abilities and industry adaptability through actual projects. On the other hand, reform the curriculum system and innovate teaching methods by implementing "project-based" and "workshop-style" teaching models driven by practice. Second, promote human-machine collaboration to innovate intelligent drama and film education models. Currently, the combination of digital intelligence, media convergence, and human-machine collaboration has become an important development trend in media arts [4], making the construction of a new talent cultivation paradigm of "technology empowerment—humanistic leadership—industry collaboration" an urgent need. At the talent cultivation positioning level, the focus should be on cultivating interdisciplinary talents with both digital thinking and artistic aesthetics who master AIGC technical specifications and ethical guidelines. At the disciplinary development level, promote the deep integration of film and television creation theory systems with intelligent technology to reshape the full-link knowledge architecture of "creativity —production—dissemination." At the industry service level, establish a collaborative innovation mechanism of "education chain—talent chain—industry chain" to achieve synchronization between intelligent technology iteration and cultural content production resonance. Establish a national drama and film experimental teaching resource sharing platform that relies on national education platforms to integrate domestic and international high-quality film and television courses, industry cases, academic research results, and AI-driven teaching tools, creating a high-quality drama and film education resource database covering the entire country to achieve cross-regional and cross-institutional resource sharing and collaborative innovation. Additionally, encourage universities to jointly establish drama and film practice course alliances to promote cross-institutional cooperation and joint teaching. Through co-constructing shared curriculum systems, jointly developing teaching cases, and mutually dispatching faculty for special lectures and practical guidance, teaching quality can be improved and students' learning and practice channels broadened.

3. AI+: Innovation System for "Intelligent Imaging" Curriculum in Drama and Film Majors

In the context of accelerated intelligent teaching advancement, the curriculum update process in domestic universities has been slow, with disconnection between educational concepts and industrial practice resulting in lack of specificity and systematicity in courses [5]. Therefore, in exploring specific curriculum integration paths, we should base our approach on the characteristics of drama and film majors and industry needs to innovate the intelligent imaging curriculum system. From the dimensions of curriculum content construction, educational teaching environment, and talent cultivation plans, we should comprehensively promote the intelligent transformation of drama and film education assisted by AIGC technology to achieve deep integration between artificial intelligence and drama and film majors.

3.1 Innovation in Teaching Models and Curriculum Systems

In the context of digital and intelligent media transformation, education needs to actively align with new quality productive forces and use technology to drive teaching reform and enhance students' professional competence and innovation capabilities. In constructing the "Intelligent Imaging" curriculum system, innovation in teaching models and curriculum systems plays a key role. First, regarding teaching model innovation, we must create an innovative model of "AI + Film and Television Education" that uses artificial intelligence technology as the core driving force to transform film and television creation, editing, and special effects production. Based on VR/AR/MR technologies, construct a "digital twin studio" to create a teaching practice environment that integrates virtual and reality, enabling students to conduct film and television planning, shooting, and post-production in highly realistic digital spaces to enhance practical abilities and immersive learning experiences. Additionally, introduce intelligent analysis and adaptive learning systems to achieve personalized teaching and improve teaching efficiency and creative quality. Integrate AI-driven automated creation tools such as intelligent editing, intelligent dubbing, and AI-assisted special effects processing to enable students to master cutting-edge technologies in the film and television industry through practice. Second, regarding curriculum system construction, build a multi-level, modular teaching architecture that incorporates modular educational thinking into the media talent cultivation process in universities to enhance students' professional skills [6]. Through the organic connection of "micro-major" curriculum systems, prerequisite courses, and core compulsory courses, a complete teaching chain is formed to ensure that while consolidating traditional film and television production foundations, students can deeply understand and apply AI-enabled cutting-edge film and television technologies. Finally, in terms of curriculum content, we should closely align with industry development needs, with content covering emerging technologies such as AI-generated imaging, intelligent editing, automatic dubbing, virtual character generation, and deep learning-optimized special effects,

enabling students to develop interdisciplinary technology integration capabilities and transform from single film and television creators to "technology + creativity" interdisciplinary talents.

3.2 Innovation in Technology Application and Creative Practice

Digital technology is reshaping the production paradigm and educational ecology of drama and film arts, revolutionizing creative methods while also imposing higher standards on drama and film education. To adapt to this transformation, the curriculum system must systematically incorporate digital technology, deepen the integration of technology and creative practice, and thereby enhance students' practical and innovative capabilities. First, at the technology application level, introduce AI-driven drama and film production tools such as intelligent script generation, text-to-image, text-to-video, and immersive imaging narrative technologies to build an intelligent drama and film creation system. Through AI technologies including deep learning, computer vision, and natural language processing, the entire process from content planning to post-production in drama and film creation can be intelligently optimized, improving creative efficiency, reducing production costs, and granting creators greater freedom and expressive space. Traditional image creation relies on a linear production process consisting of pre-production, production, and post-production stages, but AI intervention is reshaping image creation logic by breaking the traditional training architecture for drama and film talent and constructing an intelligent production network centered on modularity and project-based systems. Through deep integration of artificial intelligence, various creative stages can proceed in parallel, enhancing production efficiency and collaborative flexibility, transforming film and television creation from a single linear model to a more efficient, flexible, and interactive curriculum innovation system. Second, in terms of creative practice, implement a "teaching–practice–creation" cultivation model and integrate it into image creation, editing, and special effects production stages. Through real project training, students' technical abilities are enhanced and their creative expression stimulated. Encourage students to participate in creative practice together with teachers and industry experts to cultivate innovative thinking and teamwork capabilities. Through practical workshops, interdisciplinary collaborative projects, and online-offline blended teaching methods, students' hands-on abilities and autonomous learning capabilities are improved, laying a solid foundation for future entry into the film and television industry or related fields.

3.3 Innovation in Educational Ecology and Interdisciplinary Integration

The application of generative artificial intelligence has not only changed content production methods but also reshaped the nature and workflow of media practitioners [7]. Under the trend of intelligent media technology driving educational innovation, local universities need to reshape talent cultivation logic and

promote deep integration between interdisciplinary collaboration and industry alignment. First, in terms of educational ecology, build an intelligent film and television education ecosystem that integrates personalized learning, intelligent creation, and data-driven teaching, and cultivate students' understanding and application abilities of film and television language. Second, New Liberal Arts emphasizes breaking disciplinary barriers, broadening disciplinary boundaries, and encouraging cross-disciplinary resource integration to promote curriculum system transformation from single-disciplinary logic to multi-dimensional knowledge structure system construction [8]. In the field of interdisciplinary integration, drama and film disciplines deeply blend with cutting-edge fields such as computer science, artificial intelligence, and big data analysis, creating a multidisciplinary learning environment for students to conduct comprehensive learning and practical application of knowledge. On one hand, through data-driven creative generation and intelligent script generation technology, students' creative horizons are broadened while promoting teachers and students to move toward emerging technology frontiers and cultivate interdisciplinary talents with both artistic and technical understanding. On the other hand, through an interdisciplinary collaborative development training model, students can develop capabilities that balance artistic creativity and technological foresight, meeting the urgent demand for innovative talents in the current film and television industry while flexibly responding to the rapid development and technological changes in future digital film and television industries.

4. Innovation Path for "Intelligent Imaging" Curriculum System Oriented Toward New Liberal Arts

Against the backdrop of rapid development in artificial intelligence, big data, and generative technologies, traditional drama and film education is undergoing profound transformation. Intelligent imaging technology not only reshapes the production process of film and television content but also drives the rising demand for interdisciplinary, technology-driven talents in the media industry. The Missouri School of Journalism analyzed 669 job postings from American media outlets and found that with the advancement of big data and algorithmic technologies, abilities in data storytelling, data analysis, and data interpretation have become important criteria in media industry recruitment [9]. To adapt to this trend, the "Intelligent Imaging" curriculum system must break through traditional disciplinary boundaries, integrate cutting-edge technologies such as computer vision and machine learning, and construct teaching models that meet the needs of the intelligent era.

4.1 Intelligent Transformation: Current State of Traditional Drama and Film Disciplines and New Educational Trends in the Intelligent Era

With the widespread application of artificial intelligence, virtual reality, big data, and other technologies in literary and artistic creation and dissemination,

traditional drama and film disciplines are facing profound transformation challenges and opportunities. On one hand, traditional drama and film education generally focuses on training in conventional artistic skills such as shooting, editing, screenwriting, and directing, relying primarily on classroom lectures and case studies, with practical courses typically consisting of small-scale production projects or hands-on courses. As new technologies continue to develop, the widespread application of information and digital technologies has gradually revealed the limitations of traditional film and television production methods and thinking modes. Basic skills such as traditional interviewing, writing, editing, commentary, photography, directing, recording, and broadcasting can no longer meet the demands of intelligent media positions, and data thinking and digital technology application capabilities have become key competencies for new-type talents [10]. On the other hand, drama and film education must adapt to new-era requirements by moving toward more intelligent and innovative directions through interdisciplinary integration, innovative teaching models, and deepened industry cooperation. Future film and television talents must possess solid artistic creation foundations while mastering modern technological means, becoming interdisciplinary talents with both artistic creativity and technical capabilities.

In recent years, the profound impact of artificial intelligence and digital technology on the film and television industry has accelerated the pace of professional upgrading in China' s 985 universities and art colleges. Cultivating interdisciplinary talents centered on "Intelligent Imaging" has become a key direction. Communication University of China and Shanghai Theatre Academy have pioneered new undergraduate majors such as "Intelligent Imaging Arts" and "Intelligent Imaging Production," focusing on exploring cutting-edge applications of AIGC technology in film and television creation. Beijing Film Academy, leveraging its profound foundation in imaging arts, has added the major of "Virtual Space Arts," specializing in cultivating abilities in immersive interactive imaging and digital scene construction. Tongji University' s College of Arts and Media plans to launch the major of "Cross-Media Audiovisual Arts," focusing on research and development of cutting-edge audiovisual technologies such as VR/AR and dome imaging, highlighting the characteristics of interdisciplinary technology integration. This series of major iteration measures reflects the adaptability and innovation of drama and film arts education in responding to digital transformation.

4.2 System Construction: Pathways for Integrating Intelligent Imaging Curriculum in New Liberal Arts

In exploring curriculum integration pathways, we must combine the positioning of university media talent cultivation with the advantages of drama and film disciplines to effectively integrate multiple intelligences and constructivist learning theories and innovate the intelligent imaging curriculum system. Considering the optimization of learning experiences, construction of teaching scenarios, and integration of disciplinary resources, we comprehensively promote the intelligent

transformation of film and television education assisted by AIGC technology to conform to and lead future trends in media education.

First, in terms of curriculum content construction, optimize a complete curriculum system, create "AI + Drama and Film" teaching cases, and promote "micro-major"construction. Improve the setup of prerequisite courses and professional compulsory courses by offering prerequisite courses such as "AI and Film and Television Creation Fundamentals"and "Introduction to Intelligent Imaging Technology" to build a systematic theoretical knowledge framework for students. At the professional compulsory course stage, set up professional course groups such as "Intelligent Editing and Post-Production," "Application of AI-Generated Content in the Film and Television Industry," and "Immersive Imaging Narrative" to cultivate students' abilities in AI-based editing, special effects processing, and image optimization, and explore practical methods of AI in script creation, image synthesis, and virtual character generation, enabling deep integration of AI technology in film and television education and cultivating interdisciplinary talents with both film and television creation capabilities and familiarity with artificial intelligence technology. Second, in terms of educational teaching environment, combine core concepts of constructivist learning theory—collaborative learning, situated learning, and active construction—to build immersive educational environments and intelligent teaching models using AI technology and deep learning algorithms. When constructing immersive educational environments, rely on VR/AR/MR technologies combined with AI-driven intelligent interaction systems to create VR virtual studios where students can simulate workflows for different positions such as director, cinematographer, and lighting technician in digital spaces, adjusting camera movements and lighting effects in real time to enhance students' understanding and application abilities of film and television language. Third, in terms of intelligent teaching models, based on multiple intelligences theory that emphasizes the diversity of intelligences and contextual influences neglected by traditional education, advocate teaching according to individual intelligence types, introduce AI-assisted teaching systems, use intelligent teaching assistants to analyze students' mastery, provide real-time diagnosis and differentiated guidance, and form a diversified teaching model combining intelligent guidance with autonomous exploration to effectively improve teaching specificity and students' personalized development levels. Finally, in terms of talent cultivation, emphasize student-centeredness, match educational resources with individual development needs, build a learning model centered on "learning-by-doing, doing-by-creating," and cultivate interdisciplinary talents with cross-disciplinary vision, innovative thinking, and practical abilities to meet the transformation needs of the film and television media industry in the intelligent era.

4.3 Improvement Path: Practical Strategies for New Liberal Arts Intelligent Imaging Curriculum Innovation System

Currently, China' s media professional curriculum system construction remains in a "primary stage" with weak foundations, low consensus, and lack of stability [11]. Therefore, the construction of drama and film discipline education systems urgently requires systematic innovation to achieve comprehensive upgrading, particularly the reconstruction of curriculum systems, innovation in teaching methods, deep integration of interdisciplinary resources and cutting-edge technologies, and cultivation of interdisciplinary talents that meet New Liberal Arts concepts.

First, promote deep integration between drama and film creation and humanities disciplines. To improve students' cultural literacy and artistic sensitivity, core humanities content should be introduced into drama and film creation courses, with subjects such as history, philosophy, aesthetics, and sociology incorporated into curriculum design. This enables students to possess profound cultural heritage and artistic literacy while mastering film and television production techniques. Through interdisciplinary teaching models, students can more comprehensively understand the creative background and socio-cultural significance of drama and film works, generating more cultural resonance and emotional transmission during the creative process. This interdisciplinary integration not only enhances students' comprehensive qualities but also provides richer ideological resources for film and television creation, promoting interdisciplinary collaboration and knowledge sharing. Second, promote the development of non-humanities disciplines. The development of intelligent imaging technology requires not only support from film and television professional knowledge but also participation and cooperation from multiple disciplines including computer science, artificial intelligence, psychology, and sociology. Innovative directions such as intelligent imaging technology, data-driven film and television analysis, and immersive narrative require students to possess basic understanding and application abilities of technological applications. Under the New Liberal Arts education concept, film and television disciplines must establish close cooperative relationships with other disciplines to jointly promote technological innovation and conceptual innovation in film and television creation through interdisciplinary collaboration and knowledge sharing. Third, cultivate new liberal arts talents with technological literacy through technology integration. Under the New Liberal Arts background, cultivating interdisciplinary talents with both humanistic literacy and technical capabilities is a key objective of film and television education. To achieve this goal, curriculum design should introduce modern technology and artificial intelligence applications in the film and television industry. By incorporating AI-driven editing technology, virtual production workflows, and intelligent special effects generation into teaching modules, students can learn traditional film and television production techniques while simultaneously mastering cutting-edge technology applications in contemporary film and television industries. Additionally, cultivate students' thinking pat-

terns in using big data, information science, and intelligent technology to solve humanities and social science problems [12], helping them break through the limitations of traditional film and television disciplines and grow into new liberal arts talents with technological literacy to meet the diverse challenges and needs of future intelligent film and television industries. Fourth, stimulate students' innovative thinking and practical abilities through teacher-student interaction and curriculum linkage. The development of intelligent imaging courses cannot be separated from deep interaction between teachers and students. Encouraging students to participate in creative practice together with teachers and industry experts enables students to gain deeper understanding of course content and promotes collision and deepening of innovative thinking through practice. Through practical workshops, interdisciplinary collaborative projects, and online-offline blended teaching methods [13], interaction and cooperation between teachers and students are enhanced, stimulating students' innovative potential and teamwork capabilities.

The disconnect between traditional drama and film education and industry demands necessitates the construction of an innovative ecosystem for "AI + Drama and Film Professional Education." By integrating cutting-edge technologies such as intelligent editing, virtual filming, and AIGC script generation into creative teaching, curriculum system optimization and industry-education integration upgrading are promoted. Oriented toward New Liberal Arts, conducting "Intelligent Imaging" creation pilots in media universities can cultivate students' innovative capabilities through activities and competitions, using AI technology to achieve dual breakthroughs in creative efficiency and artistic expression. Simultaneously, expand into emerging fields such as intelligent cultural heritage and immersive narrative to build an interdisciplinary talent cultivation system that cultivates integrated, interdisciplinary, and applied intelligent media talents.

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Note: Figure translations are in progress. See original paper for figures.