Postprint: Pedagogical Transformation and Innovative Practice in Media Studies in the Context of "AI +"

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Abstract

【Objective】The rapid advancement of artificial intelligence technologies has catalyzed the intelligent transformation of the media industry, necessitating the restructuring of media professional curricula around artificial intelligence, diversifying pedagogical approaches, and enhancing curricular adaptability. 【Method】This study examines the transformative impact of AI technologies on media education, exploring transformation pathways through decentralization of teaching subjects, cross-mediation of learning spaces, and intellectualization of practical outcomes. 【Results】Proposed are distinctive practical teaching paradigms, including an "OBE + Intelligent Imaging" practical training system, an "AI + Creative Projects" innovation and entrepreneurship incubation system, and an "AI + Historical Culture" digital twin communication system. 【Conclusion】Through pluralistic and synergistic reforms of the teaching system, this approach cultivates exemplary media professionals who integrate humanistic thinking with technological literacy, excel at employing intelligent technologies for innovative expression, and adapt to the evolving demands of media transformation.

Full Text

Transformation and Innovation in Media Education: A Practical Approach in the "AI+" Era

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Abstract

[**Objective**] The rapid development of artificial intelligence technology is driving the intelligent transformation of the media industry, requiring media education to restructure curricula, enrich teaching methods, and enhance course adaptability around AI. [**Method**] This paper focuses on the educational transformation of AI-empowered media education, exploring transformation pathways from the decentralization of teaching subjects, cross-mediatization of learning spaces, and intelligent practical outcomes. [**Results**] The study proposes distinctive practical teaching models, including an "OBE + Intelligent Imaging" practical training system, an "AI + Creative Project" innovation and entrepreneurship incubation system, and an "AI + Historical Culture" digital twin communication system. [**Conclusion**] Through reforms to a multi-collaborative teaching system, we can cultivate outstanding media professionals who integrate humanistic thinking with technological literacy, excel at using intelligent technology for innovative expression, and adapt to the demands of media transformation.

Keywords: "AI+" ; media majors; teaching method innovation; industry-education integration; intelligent image communication
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1. Realistic Demands for Media Education Transformation in the "AI+" Era

The rapid advancement of artificial intelligence technology is profoundly influencing production models and communication methods in the media industry, while simultaneously imposing urgent demands for transformation and innovation in higher education media studies programs. In the context of the "AI+" era, traditional teaching paradigms face multiple challenges that necessitate systematic transformation across teaching subjects, learning spaces, and student behaviors.

1.1 From Centralized Teaching to Multi-Supplier Knowledge Delivery

The knowledge delivery system in media education has gradually shifted from centralization toward decentralization and multi-stakeholder co-construction. As AI technology continues to iterate and short-video platforms and content-based social media rise, emerging knowledge dissemination subjects such as

blogger-type knowledge disseminators, AI digital human instructors, and virtual character guides have emerged, expanding pathways for students to receive and understand knowledge. Although these "decentralized" teaching subjects take various forms, they share three common characteristics. First, they exhibit high dependence on digital media, relying on digital platforms for content dissemination with high network accessibility and interactivity. Second, teaching methods are becoming increasingly multimodal, moving beyond mere visual presentation of classroom resources toward "intelligent interaction" through video editing, virtual presentation, and speech synthesis to achieve more immersive and engaging knowledge display. Third, teaching content can be dynamically updated to quickly respond to social issues, learning needs, and individual preferences, enabling dynamic updating and precise matching of knowledge supply. Against this backdrop, the role of traditional teachers is also being reconstructed: their responsibilities no longer limited to knowledge transmission but shifting toward more comprehensive roles as teaching organizers, resource integrators, and learning facilitators, emphasizing systematic curriculum design, open teaching resources, and personalized and differentiated learning pathways.

1.2 From Classroom Independence to Scene-Integrated Cross-Media Learning Spaces

Against the backdrop of accelerating AI and media convergence, media education learning spaces are expanding from single classroom environments to multi-integrated cross-media ecosystems. Student learning patterns have transformed from fixed spacetime classroom learning to networked ubiquity, fragmented spacetime, international mutual learning, and intelligent accompaniment. The collaborative development of AI technology and mobile internet platforms has constructed more open, flexible, and intelligent teaching scenarios. This new learning space exhibits several notable features. First, teaching spaces supported by multi-dimensional technology achieve cross-spacetime extension. AI-driven online teaching systems, virtual reality platforms, and intelligent interactive terminals break the temporal and spatial limitations of traditional teaching, realizing integrated linkage between "in-class and out-of-class" and "online and offline," providing students with accessible learning environments anytime and anywhere. Second, immersive media methods expand the depth and breadth of professional practice. Using virtual reality (VR), augmented reality (AR), and mixed reality (MR) enables students to engage in scenario-based practical activities such as news interviews, studio hosting, and film production in highly simulated digital scenes, enhancing their professional skills and practical capabilities. Third, human-machine collaboration strengthens the integrity and interactivity of teaching activities. AI voice assistants and intelligent teaching platforms connect the chain structure of "teaching-learning-testing," improving teaching activity efficiency while enhancing feedback and control in teaching and learning. Finally, intelligent analysis enables scientific and targeted teaching management. AI systems capture, analyze, intelligently identify, and evaluate various behavioral process data, learning state characteristics, and

learning behavior patterns of students, dynamically deducing and timely adjusting teaching strategies to push more high-quality teaching resources and learning pathways and methods.

1.3 From Passive Acceptance to Active Output: Competency-Oriented Learning

The "AI+" era calls for composite media talent that balances technical literacy and creative capabilities. The goal value of education lies in promoting learners' continuous cognitive development, emotional maturity, and good social adaptability, stimulating innovative thinking and critical thinking, cultivating lifelong learning abilities and good moral qualities, and ultimately achieving individual all-round development and social progress and prosperity. In AI-assisted learning environments, students gradually shift from "understanding knowledge" to "producing outcomes," with learning behaviors demonstrating stronger practice orientation and initiative. Teaching objectives consequently shift from knowledge transmission to competency construction and outcome orientation. This transformation aligns highly with the "AI Four-Ability Education" concept: students progress from "low ability" in AI-assisted learning and personalized education to "multi-ability" in interdisciplinary learning and comprehensive skill training, then to "super ability" in deep learning and higher-order thinking ability enhancement, and finally to "alien ability" that expands cognitive boundaries and innovative thinking. With the rapid development of cutting-edge AI technology, AIGC has been increasingly applied in media art education fields where Generation Z constitutes the main user group. Guiding students to correctly use AI technology in teaching enables them to master new technologies and methods in practice, thereby opening new ideas and improving creative efficiency and work quality. For example, in experimental short film courses, students need not only to understand design concepts and innovation points but also to complete entire works using AI video creation tools. The learning process consists of task-driven and project-based advancement, promoting students' transformation of knowledge into practical ability and vocational skills. In this process, AI serves not only as an auxiliary tool but also as a "partner" that stimulates students' creative potential, driving teaching behavior to shift from "what teachers want to teach" to "what students want to do." AI technology can also provide real-time feedback when students encounter confusion in artistic creation, strengthening learning effects and enhancing students' understanding, grasp, and subjective expression ability of artistic knowledge.

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2. AI-Empowered Innovation in Media Classroom Teaching Models

The deep integration of AI technology not only enriches teaching methods but also drives profound transformation in classroom teaching structure and in-

teraction patterns. Based on the BOPPPS teaching model and supported by virtual simulation platforms and AI interaction technology, media classrooms are continuously advancing toward intelligence, personalization, and immersion, strengthening students' perceptual participation and action feedback and demonstrating significant embodied communication characteristics.

2.1 Stimulating Student Agency Through the BOPPPS Model

The BOPPPS teaching model centers on participatory teaching as its core concept. To better implement this concept, the model divides the overall teaching process into six organically connected logical modules: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary. In media education, this model can effectively mobilize student agency with stronger intuitiveness, interactivity, and flexibility. The model diagram is shown in Figure 1 [Figure 1: see original paper]. This teaching model emphasizes competency cultivation, which is precisely the primary goal of current media education: the ability to analyze problems, solve problems through hands-on practice, and actively innovate. Therefore, combining these viewpoints and designing teaching models that align with the learning characteristics of media majors can be specifically manifested in three aspects. First, achieve diverse guidance and precise positioning in teaching start-point design. Teachers can incorporate AI-generated cases, animations, or short videos in the "Bridge-in" stage to stimulate student interest and emotional resonance; in the "Objective" and "Pre-assessment" stages, use online questionnaires, mini-programs, and other tools to clarify teaching objectives and diagnose student ability foundations, enhancing learning targeting and adaptability. Second, construct an immersive, interactive, and task-driven learning process. In the "Participatory Learning" stage, promote deep student participation and expression through group collaboration, virtual practice tasks, and AI creative training (such as AI script analysis, virtual scene construction, etc.), enhancing their practical ability and critical thinking. Simultaneously, introduce interactive videos, bullet-screen discussions, etc., to enhance classroom engagement and teaching stickiness. Third, form a feedback loop and reflection-oriented evaluation system. In the "Post-assessment" and "Summary" stages, strengthen students' understanding and transfer of knowledge through project presentations, peer evaluation, and self-assessment; collect student learning data and behavioral information through AI to provide teachers with personalized teaching suggestions, helping them better understand student needs. Teachers conduct teaching feedback and strategy adjustment based on data provided by AI systems to achieve dynamic optimization of the teaching process. Through systematic design of the BOPPPS model, media classrooms gradually form a "teacher-AI-student" triadic synergy mechanism, breaking through traditional linear teaching models and achieving teaching transformation driven by participation, supported by technology, and closed-loop in feedback, further enhancing students' AI literacy and comprehensive professional abilities.

2.2 Expanding Immersive Teaching Spaces via Virtual Simulation Platforms

The introduction of virtual simulation platforms effectively expands the practical teaching space for media majors. Virtual reality technology can present complex public issues through intuitive visual symbols and continuously enhance communication effects through interactive processes in virtual environments. VR technology possesses high interactivity, enabling richer embodied experiences through multimodal interaction. This interactivity not only significantly enhances user immersion but also provides the public with a new way to participate and express opinions, allowing them to experientially experience, participate in, and create public opinion symbols in an embodied manner. Through the integration of AI and VR, AR, and other technologies, immersive and multi-dimensional virtual teaching environments are constructed to provide students with near-real professional training experiences. The spatial expansion technology of such platforms demonstrates significant advantages in enhancing students' practical abilities and optimizing teaching resource allocation. First, it creates highly realistic professional practice scenarios. Students can complete continuous processes such as news interviews, broadcasting, on-site filming, and photography in virtual environments, cultivating their overall cognition of news program production rhythm, directorial vocabulary, and editing concepts, and gaining role experience and professional feelings in practice, enhancing immersion and professional awareness. Second, it improves classroom teaching interactivity and feedback. For example, in "directing training" unit courses, students use VR equipment to control switching and editing of multiple video positions in virtual scenes, observing program flow in real time and intuitively experiencing the overall production process. In "photography basics" courses, system-simulated training can provide visual feedback on scene lighting, shooting parameters, etc., helping students understand and use visual language expression and enhancing learning operability and visual experience. Third, it breaks resource bottlenecks in traditional teaching environments. Virtual studio systems support students' repeated practice of key skills such as multi-camera switching and lighting layout, alleviating practice deficiencies caused by equipment or space limitations in real teaching. In summary, through the development of virtual simulation platforms incorporating VR/AR and other technologies, "technology-scene-task" virtual simulation teaching scenarios are formed, which can strengthen sensory experientiality and spatial expansion in teaching, promote three-dimensionalization and diversity of teaching classrooms, and better optimize media discipline teaching scenarios and achieve sustainable high-quality practical teaching.

2.3 Constructing Personalized Learning Paths Through AI Interaction Technologies

The application of AI interaction technology provides solid technical support for achieving personalized teaching, driving the intelligent transformation of

media education teaching models. In the process of building intelligent teaching platforms, integrating intelligent editing systems, speech semantic recognition algorithms, and big data recommendation mechanisms makes teaching content and learning paths no longer single linear but dynamically generated with "multiple clues and interactivity" according to students' ability levels, interest preferences, and learning habits. First, intelligent content generation systems rely on natural language processing and semantic analysis technology to provide structural suggestions and expression guidance based on student input, enhancing their personalized creative ability and expression efficiency. Second, professional training platforms integrate computer vision and audio-video recognition functions to automatically identify and provide feedback on key elements such as editing rhythm and shot logic in student works, achieving refined management of skill training. Third, classroom perception and interaction systems use speech recognition, emotion analysis, and other technical means to dynamically perceive student attention states, assist teachers in real-time adjustment of teaching strategies, and enhance classroom interactivity and responsiveness. The deep embedding of AI technology not only expands the teaching dimensions of media courses but also strengthens the "student-centered" orientation at the educational philosophy level. Through the "teaching + AI engine" synergy mechanism, the interaction between teaching and students develops toward multidimensional immersive experiences that blend virtual and real. This shows that integrating human embodied knowledge bases with AI formal knowledge bases provides innovative pathways for practical teaching and personalized content creation. Students accumulate substantial perceptual experience and situational wisdom in news gathering, image production, and media expression, which contains authentic operational feelings and on-site judgment abilities; AI, through processing text, rules, and patterns, possesses powerful knowledge integration and content generation capabilities. Through a "knowledge awakening bridging mechanism," it can activate students' practical experience and bodily perception on one hand, and transform them into structured knowledge on the other, then use AI for knowledge expansion and pattern recognition to achieve integration of experience and concepts. This mechanism not only enhances the practical depth and theoretical support of media education but also drives teaching methods toward interactive co-creation, generating high-quality educational outcomes that are both professionally logical and contextually aware.

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3. Industry-Education Integration-Oriented "AI+" Practical System Innovation

Against the backdrop of deepening "AI+" strategy implementation, media education in universities must break through the limitations of "disconnection between teaching and industry" and "misalignment between practice and employment," actively exploring practical teaching systems that integrate technological innovation and industrial demands. The industry-education integrated

talent cultivation model can effectively connect universities and enterprises, creating favorable conditions for promoting university talent cultivation and media industry development. In deepening the industry-education integration model for media talent cultivation, we should actively utilize virtual simulation training supported by intelligent technology, introduce intelligent business practice scenarios into the teaching process, provide students with opportunities to participate in intelligent technology-driven practical projects, and enhance skills in solving actual intelligent communication problems. Through "OBE-oriented practical training design," we strengthen the alignment between teaching objectives and industry competency standards; through "AI tool-supported dual innovation incubation," we expand students' cross-boundary practical abilities in content production and technological creativity; and through "culture-driven image reconstruction project practice," we deepen students' understanding and expression of historical images and traditional culture, forming an "teaching objective-technical tool-cultural task" trinity of applied teaching practice pathways that drive media education to achieve systematic transformation from knowledge transmission to competency orientation and accelerate deep integration between the education chain, innovation chain, and cultural inheritance chain.

3.1 Building an "OBE + Intelligent Image Communication" Training System

Building an applied practical training system that integrates "Outcome-Based Education (OBE) concept" and "intelligent image communication capability" is a key pathway for the transformation and upgrading of media major talent cultivation. Against the backdrop of AI deeply empowering the media industry, media education must actively respond to the dual challenges of technological transformation and industrial demands, enhancing students' application abilities and systematic thinking capabilities in complex communication environments. In today's educational field, the OBE concept is gradually playing an important leading role. Guided by the OBE concept, constructing a "outcome-oriented-reverse curriculum design-real project-driven" teaching system promotes the transformation of media majors from knowledge transmission to competency construction. First, clarify learning outcome orientation and focus on core competency indicators. Based on development trends in the intelligent image communication industry, specifically manifested in intelligent photography assistance, scene layout optimization, expression capture, and motion capture technology, establish observable and measurable learning outcome standards, such as students' ability to independently complete innovative film and television directing projects and optimize content planning and communication based on AI tools. Second, implement reverse design to optimize curriculum content and teaching structure. Around expected outcomes, reverse-design teaching content, methods, and evaluation systems to ensure teaching activities serve the achievement of students' core competencies. In the "AI+" technical environment, we should pay more attention to cultivating students' knowledge integration abilities to

address the realistic challenge that information is easy to obtain but systematic mastery is difficult. Third, strengthen project-driven approaches and build an intelligent image full-process practical training mechanism. Using actual content production as the carrier, organize students to conduct practical training around processes such as AI script generation, intelligent editing, virtual shooting, and platform distribution. For example, students can use AI tools to complete script creativity and writing, rely on virtual shooting environments to produce demonstration samples, and use AI editing platforms for content integration, ultimately conducting release testing and effect evaluation on platforms like Bilibili and TikTok, forming a closed-loop teaching process of "production-communication-feedback." Through the "project-based practice + mentorship system + team collaboration" organizational model, students not only exercise their overall planning ability for the entire image process but also obtain market feedback in real communication fields, enhancing their perception of works. This enables close integration between courses and job requirements, allowing students to better master professional theoretical knowledge and practical skills, thereby better adapting to the development requirements of the media industry. Integrating the OBE concept to build an intelligent image communication integrated practical training system can better connect with current hot topics, becoming a garden for practical teaching and a cradle for cultivating applied and composite media talent.

3.2 Promoting an "AI + Creative Project" Innovation and Entrepreneurship Incubation System

The "AI + creative integration" innovation and entrepreneurship incubation system strengthens media students' innovation capabilities and entrepreneurial literacy, better cultivating composite media talent. Social demands for talent are multi-level and multi-faceted. How to teach students according to their aptitude, maximize each person' s strengths, and open channels for the development of various talents is fundamentally required by educational theory and practice. In the context of AI deeply empowering the media industry' s transformation, building a new practical teaching model with the chain of "creative generation-technical implementation-value transformation" is essential. "AI+" has become the "new labor force"in information production. In recent years, institutions have continuously designed, developed, and adopted intelligent technology for information collection and production. Meanwhile, AI creative communication has broad future development trends and application prospects in the news communication field. Embedding AI technology into innovation and entrepreneurship education helps enhance students' comprehensive abilities in planning creativity, content production, and market landing, strengthening their competitiveness in adapting to future media ecology. First, rely on AI technology to create a creativity-driven project generation mechanism. The application of AI in the media field can greatly improve content production efficiency and capacity, helping institutional media, self-media, and enterprise media effectively solve shortcomings in content production capacity. Students can use AI drawing, text

generation, digital humans, and other tools for topic selection planning, content creation, and user testing, which not only improves the efficiency and precision of project construction but also expands creative boundaries and imagination. Using hot keyword analysis, AIGC script generation, and short video editing tools to generate content samples can quickly test the value of content creativity. Second, build an integrated "course teaching-course project-incubation landing" practical platform. Course teaching achievements based on internal and external innovation and entrepreneurship resources can be incubated into "projects." Students are invited to independently form project groups and, under teacher guidance, rely on course platforms to conduct practical explorations in content production, brand promotion, and primary commercial monetization, achieving "topic-product" transformation. Third, construct a composite capability system integrating creative planning and business thinking. Using AI to provide tools such as user portraits, data analysis, and future forecasting guides students to clarify the transformation concept from content to business, cultivating students' overall systematic thinking in the process from content creativity to productization, and enhancing media talent' s entrepreneurial ability and practical capabilities. Through the integrated path of "AI empowerment + project-driven + platform incubation," the goal of "creation-production-sales" full-process education for media majors can be achieved, boosting the construction of a new model for cultivating innovative media talent.

3.3 Developing an "AI + Historical Culture" Digital Twin Communication System

Building an image restoration teaching model that integrates AI technology and cultural expression enhances media majors' digital operation and cultural relic regeneration capabilities. The integration of technology and culture is conducive to building "digital craftsmanship spirit" and promoting "cultural confidence." Against the backdrop of image recognition, texture filling, and color restoration applications, media majors can introduce AI-driven image restoration technology into their teaching practice, thereby helping the integration of technical practice and cultural inheritance, and broadening professional talent practice space while responding to content creators' needs in digital humanities development. First, cultivate students' digital image restoration technology through project orientation. Compared with traditional restoration technology, AI technology restoration only operates on digital images without causing secondary damage to original archives. By organizing students to participate in enhancement, sharpening, and soundtrack restoration practices of historical images such as red-themed images, local chronicle images, and rural documentaries, students can apply AI technologies such as DeOldify, GFPGAN, and speech synthesis in specific operations, master image semantic analysis and historical restoration methods, and enhance their practical abilities and cultural sensitivity. Second, deepen the teaching system for AI-empowered cultural image expression. The digital twin presentation of historical culture and archival images is a systematic and artistic project. Around technical backgrounds such as digital restora-

tion, virtual reconstruction, and narrative generation, scientifically set different curriculum structures to guide students to understand visual expression in traditional humanistic contexts and further explore innovative paths for AI in historical image narrative and representation, enhancing technical practice and humanistic literacy capabilities. Finally, strengthen practice outcome transformation and public communication awareness. Students' practical works can be displayed in real environments such as digital performance exhibitions, regional archival digitization, and short-video social platform communication, facilitating the transformation of course effects into "output" displays of student practical works, and further strengthening students' awareness of professional identity and social responsibility as media practitioners throughout the entire chain of "content production-cultural expression-social communication" (see Figure 2 [Figure 2: see original paper]).

Overall, VR technology, real-time engine technology, and computer imaging technology have comprehensively intervened in all aspects of film production, distribution, and exhibition. The production process covers the entire workflow from high dynamic range imaging in the pre-production stage, including motion capture, scene composition and image restoration in post-production, to online media matrices in the distribution stage. Using AI technology as the medium for digital image restoration teaching practice, such media teaching broadens students' development of digital cultural content in practical training methods, providing space for media education to further deepen along the development path of "media technology + cultural output."

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