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Emerging Trends in Media Education: A Meta-Analysis of AI Applications and Educators Insights

Prepared by

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Abstract:

This study explores the transformative impact of Artificial Intelligence (AI) on media education in the Arab region through a comprehensive meta- analysis of existing literature, complemented by in-depth interviews with media educators. Adopting a mixed-methods approach, the research begins with a meta- analysis of multiple studies to identify key AI applications in education, including personalized learning, automated content creation, and enhanced assessment methods. The theoretical framework guiding this study is the Technological Pedagogical Content Knowledge (TPACK) model, which emphasizes the integration of technology into pedagogical practices and its implications for effective content delivery. The qualitative component consists of in-depth interviews with media educators from across the Arab region, focusing on their experiences, perceptions, and the challenges they encounter in incorporating AI into media education, while highlighting contextual factors influencing adoption. The findings reveal significant opportunities for improving learning experiences and educational outcomes through AI integration, counterbalanced by challenges related to infrastructure, educator training, and ethical considerations. The study recommends the development of comprehensive strategies for AI adoption in media education that respect cultural contexts and ensure ethical use of technology.

Keywords: Media Education, Artificial Intelligence, Meta-Analysis, Personalized Learning, TPACK.

الاتجاهات الحديثة في تعليم الإعلام: دراسة تحليلية نقدية لتطبيقات الذكاء الاصطناعي ورؤى الأكاديميين

مستخلص الدراسة:

تستكشف هذه الدراسة الأثر التحولي للذكاء الاصطناعي (AI) على تعليم الإعلام في المنطقة العربية، من خلال تحليل نقدي شامل للأدبيات البحثية الحالية مدعوما بمقابلات معمقة مع عدد من الأكاديميين المتخصصين في تدريس الإعلام. اعتمد البحث المنهج المختلط، حيث بدأ بتحليل نقدي لمجموعة من الدراسات السابقة بهدف تحديد أبرز تطبيقات الذكاء الاصطناعي في التعليم، مثل التعلّم المخصص، وإنتاج المحتوى الآلي، وتطوير أساليب التقويم والتقييم.

وقد استند الإطار النظري للدراسة إلى نموذج المعرفة التكنولوجية البيداغوجية للمحتوى (TPACK) ، الذي يركّز على تكامل التكنولوجيا في الممارسات التعليمية وانعكاس ذلك على فاعلية تدريس المحتوى الإعلامي. أما الشق النوعي، فاعتمد على مقابلات معمقة مع أساتذة إعلام من دول عربية مختلفة تناولت تجاربهم وتصوراتهم والتحديات التي يواجهونها في توظيف الذكاء الاصطناعي داخل بيئات تعليم الإعلام، مع تسليط الضوء على العوامل السياقية والثقافية المؤثرة في تبني التكنولوجيا.

أظهرت النتائج وجود فرص كبيرة لتحسين تجربة التعلم ومخرجات التعليم عبر دمج تقنيات الذكاء الاصطناعي، في مقابل تحديات تتعلق بالبنية التحتية، وتأهيل أعضاء هيئة التدريس، والاعتبارات الأخلاقية. وتوصي الدراسة بضرورة وضع استراتيجيات شاملة لتبني الذكاء الاصطناعي في تعليم الإعلام تراعي الخصوصيات الثقافية العربية وتضمن الاستخدام الأخلاقي والمسؤول للتكنولوجيا.

الكلمات المفتاحية: تعليم الإعلام، الذكاء الاصطناعي، التحليل النقدي، التعلّم المخصص، نموذج TPACK.

Introduction:

The integration of artificial intelligence (AI) into education has changed the traditional teaching and learning methods across various disciplines. In media education, AI applications have the potential to transform pedagogy through personalized learning, automated content creation, and data-driven assessment tools. As AI technologies continue to advance, educators and institutions must adapt to these innovations to enhance student engagement, improve learning outcomes, and streamline instructional processes.

Despite the global transform toward AI-driven education, research on its implementation in media education, particularly in the Arab region, remains limited. While some universities and training institutions have begun adopting AI tools, there is little comprehensive analysis of how these technologies are being integrated, what challenges educators face, and the ethical concerns that arise in media instruction. Understanding these dynamics is crucial for developing a sustainable and effective AI-integrated media education framework.

This study aims to fill this gap by conducting a meta-analysis of existing research on AI applications in media education and by gathering qualitative insights from media educators in the Arab region. By examining published studies, identifying trends, and exploring educators' experiences, this research seeks to provide a understanding of AI's role in shaping media education. The findings will offer practical recommendations for educators, policymakers, and institutions to effectively implement AI technologies while addressing potential challenges and ethical considerations.

Through this analysis, the study will contribute to the broader discourse on AI in education, emphasizing its implications for media pedagogy and the future of media instruction in the Arab world.

Problem statement:

The rapid raise of artificial intelligence (AI) is reshaping various educational fields, including media education. While AI applications offer opportunities for personalized learning, automated content generation, and enhanced assessment methods, their integration into media education remains underexplored, particularly in the Arab region. There is a need to assess how AI is being utilized in media teaching methods, the challenges faced by educators, and the ethical considerations surrounding its adoption.

So, the study is trying to understand how the AI tools are used and adopted by media educators and Arab media institutions? and to understand how this topic is tackled in the different scientific studies all over the past six years?

Problem objectives:

Main objectives:

This study investigates the impact of artificial intelligence (AI) on media education in general and to explore how AI applications influence media education and the experiences of media educators in the Arab region.

Sub objectives:

1) Measure the number of articles published on the use of technologies in general and Artificial intelligence in particular throughout the Media education all over the world in the past six years.
2) Determine the AI trends and applications used to enhance the media education experience among educators and experts.

Theoretical framework:

Technological Pedagogical Content Knowledge (TPACK) Model:

The Technological Pedagogical Content Knowledge (TPACK) model, developed by Mishra and Koehler (2006), serves as the guiding framework for this study, as it provides a comprehensive structure for integrating artificial intelligence (AI) into media education.

The TPACK model extends Shulman's (1986) concept of Pedagogical Content Knowledge (PCK) by emphasizing the intersection of three essential knowledge domains:

- Technological Knowledge (TK).
- Pedagogical Knowledge (PK).
- Content Knowledge (CK).

Understanding these domains and their interplay is critical in assessing how AI is transforming media education in the Arab region. Technological Knowledge (TK) refers to an educator's ability to understand and use emerging technologies effectively in the learning process. In the context of AI-driven media education, TK involves familiarity with AI- powered tools such as automated content creation, adaptive learning systems, AI- assisted data analysis, and intelligent tutoring platforms (Mishra & Koehler, 2006).

These technologies are increasingly shaping the way students engage with media studies, offering personalized learning experiences and enhancing content production capabilities. Pedagogical Knowledge (PK) relates to an educator's mastery of teaching strategies, instructional design, and student engagement techniques. The introduction of AI in media education requires educators to rethink traditional pedagogical approaches, incorporating AI-driven tools to improve interactivity, creativity, and assessment methodologies (Harris et al., 2009). Content Knowledge (CK) represents expertise in the subject matter, which, in media education, includes areas such as journalism, broadcasting, digital storytelling, media ethics, and communication theories. As AI continues

to reshape media industries, educators must ensure that students develop both technical proficiency in AI applications and critical understanding of AI's impact on media practices (Koehler et al., 2013).

The integration of these three knowledge areas results in three intersecting domains that further shape AI adoption in media education. Technological Pedagogical Knowledge (TPK) explores how AI tools influence teaching methods, requiring educators to adapt their instructional approaches to maximize the benefits of AI-driven learning. (Schmidt et al., 2009).

Technological Content Knowledge (TCK) examines how AI is transforming media-related content, including the automation of news production, AI-generated storytelling, and algorithmic media analysis. Pedagogical Content Knowledge (PCK) focuses on the most effective ways to teach media concepts while ensuring that AI applications support, rather than replace, essential critical thinking and creativity skills (Mishra & Koehler, 2006). At the core of these intersections lies TPACK, where educators develop a balanced approach to integrating AI into media pedagogy, ensuring that AI enhances, rather than disrupts, the learning process.

By applying the TPACK model, this study assesses the experiences of media educators in the Arab region, identifying the challenges and opportunities presented by AI in media education. The model provides a structured framework to explore how educators navigate AI integration, adapt their teaching methods, and address ethical considerations. Ultimately, this research aims to contribute to the development of a practical AI-driven pedagogical model tailored for media education in the Arab world, ensuring that future media professionals are equipped with both technological competence and critical media literacy.

Research questions:

Quantitative Research questions (Meta-Analysis Questions):

1) What is the number of articles published on the use of AI in the media education in the past six years?
2) Which countries are using and tackling the AI in the media education most? And what are their experiences?
3) What is the theoretical framework, methodologies and samples used in the studies that tackled the use of AI in the media education?
4) What are the experiences extracted from the finding of the studies on the efficiency of AI use in media education?
5) What are the recommendations and suggestions that was presented throughout the studies that tackled the use of AI in the media education?

Qualitative research questions (In-depth interview questions):

1) How do the media experts, educators and professionals use the AI applications and trends in media education?
2) How has AI transformed media education in the media experts, educators and professionals' institutions?
3) How do the media experts, educators and professionals think AI tools affect the student's engagement and learning outcomes?
4) What ethical implications the media experts, educators and professionals believe should be considered when using AI in media education?
5) What are the recommendations of the media experts and educators' recommendations for effectively integrating AI in media education?
6) How do the media experts, educators and professionals see the future of media education with the continued evolution of AI technologies?

Methodology:

The study is using a mixed method approach as below:

A. **Meta-Analysis:** A review of studies published in the last six years (from 2019 to 2025) on how AI is used in media education fields. Inclusion and exclusion criteria: The inclusion criteria for this review focus primarily on the relevance and specificity of the studies to the topic of AI use in media education to qualify for inclusion, studies chosen was published within the designated timeframe, specifically between January 2019 and January 2025. Additionally, the titles of these studies must clearly reference "media education," "media studies," or similar terms that indicate a direct connection to these areas.

And for the exclusion criteria the studies that focus solely on general teaching methods, without a specific emphasis on media education or media studies, was excluded. Moreover, articles that discuss AI applications outside the field of media education or media studies were excluded to ensure relevance to the research objectives. In total, from a tool of 70 studies identified, 49 met the inclusion criteria and were selected for detailed review.

B. **In-depth Interviews:** That will be applied on a number of 29 Media experts, professionals and academics working in the Arab region. And they are divided as below:

N.	Title	Major	Department	University	Country
1	Assistant Professor	Mass Communication	Radio & Television	Effat University	Saudi Arabia
2	Associate professor	Mass Communication	Journalism	King Saud University	Saudi Arabia

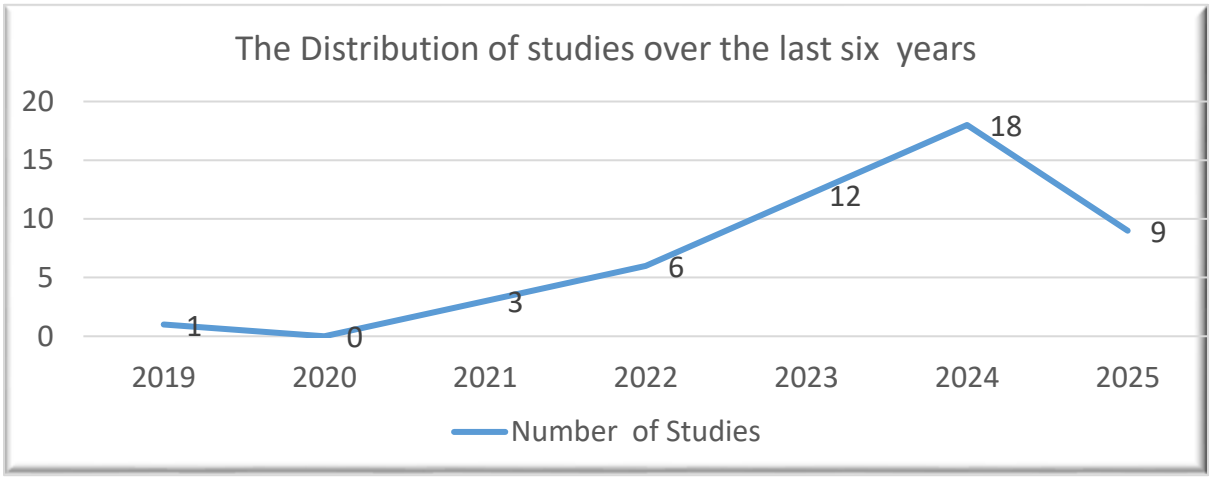
N.	Title	Major	Department	University	Country
3	Professor	Mass Communication	Journalism	King Saud University	Saudi Arabia
4	Visiting professor	Mass Communication	Journalism	Carthage University	Tunisia
5	Assistant Professor	Mass Communication	Radio & Television	Sinai University	Egypt
6	Dean of Media & Marketing College	Mass Communication	Digital Media	Midocean University	UAE
7	Professor	Mass Communication	Communication and Media Studies	Zayed University	UAE
8	Assistant Professor	Mass Communication	Public relations & Advertising	American University in the Emirates	UAE
9	Lecturer	Mass Communication	Public relations & Advertising	Lebanese University	Lebanon
10	Trainer	Mass Communication	Radio & Television	Moulay Ismail University	Morocco
11	Visiting Professor in management and marketing and senior executive at the ministry of Employment	Mass Communication	anagement and marketing	Faculty of Legal, Economic and Social Sciences of Fez	Morocco
12	Lecturer	Mass Communication	Journalism	Al-Zaytoonah University	Jordan
13	Assistant Professor	Mass Communication	Journalism	Arab Academy For Science, Technology & Maritime Transport	Egypt
14	Lecturer	Mass Communication	Radio & Television	MSA	Egypt
15	Assistant Professor	Mass Communication	Radio & Television	Canadian International College	Egypt
16	Assistant Professor	Mass Communication	Public relations & Advertising	Zagazig University	Egypt

N.	Title	Major	Department	University	Country
17	Professor	Mass Communication	Journalism	Arab Academy for Science, technology and Maritime Transport	Egypt
18	Director	Mass Communication	Radio & Television	Al-Azhar university	Egypt
19	Professor of Practice - JRMC - AUC	Mass Communication	Mass Comm & Management	American University in Cairo	Egypt
20	President of Nile TV International	Mass Communication	Radio & Television	Cairo University	Egypt
21	Announcer and academic teacher	Mass Communication	Radio & Television	Canadian International College	Egypt
22	Egyptian TV	Mass Communication	Radio & Television	Cairo University	Egypt
23	Associate professor	Mass Communication	Public relations & Advertising	6th October university	Egypt
24	Academic teacher	Mass Communication	Radio & Television	Galala, ACU, CIC	Egypt
25	Assistant Professor	Mass Communication	Public relations & Advertising	Galala university	Egypt
26	Vice Dean	Mass Communication	Radio & Television	Shourok Academy	Egypt
27	Professor	Mass Communication	Radio & Television	Cairo University	Egypt
28	Professor	Mass Communication	Radio & Television	Shourok Academy	Egypt
29	Journalist & Researcher	Mass Communication	Journalism	SRTM University	Jordan

The research Findings:

A- The Meta-analysis and the systematic review analysis:

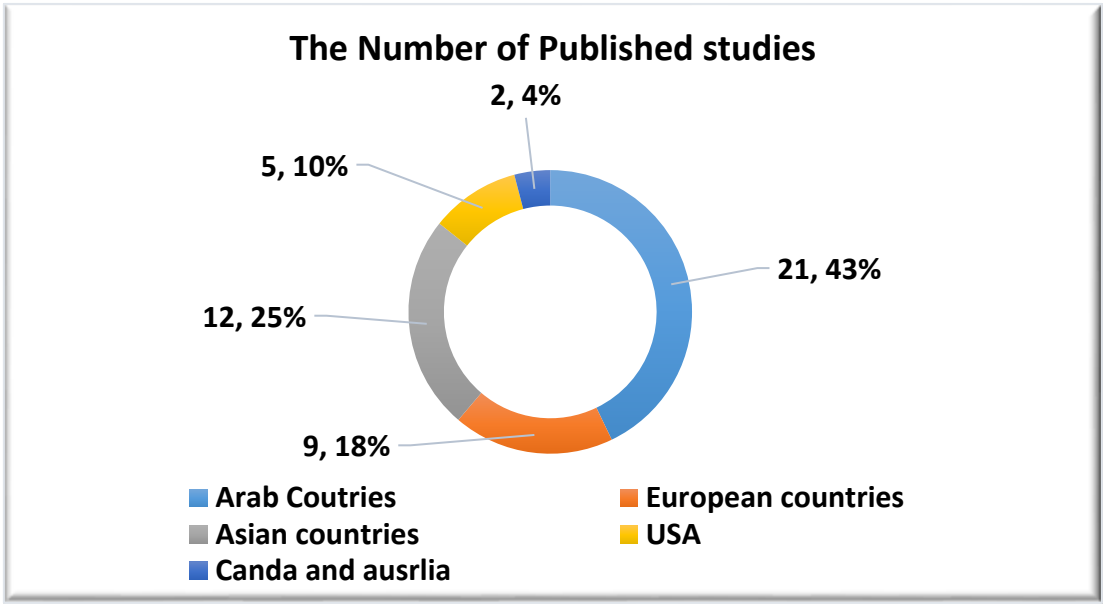
1- The amount of studies published in the selected sample tackling the AI use in media education:



Graph No. (1) The amount of studies published in the selected sample tackling the AI use in media education

The above graph illustrates the distribution of studies published over the last six years regarding the use of AI in media education. The data reveals a remarkable increase in the number of studies, starting with just 1 in 2019 and showing no publications in 2020 may be due to the pandemic and the hybrid learning process that was adopted, then back A significant rise occurs in 2021 with 3 studies, followed by a steady climb to 6 in 2022. The progress goes on, reaching 12 studies in 2023 and peaking at 18 in 2024. However, a decrease to 9 studies is projected for 2025 and it is important to mention that we are still in the beginning of 2025, which makes this number particularly impressive when compared to the number of published studies from January to March 2025. This highlights a growing interest in the integration of AI within media education.

2- **Geographical distribution of Countries tackling the topic of AI in the media education most in their studies**:

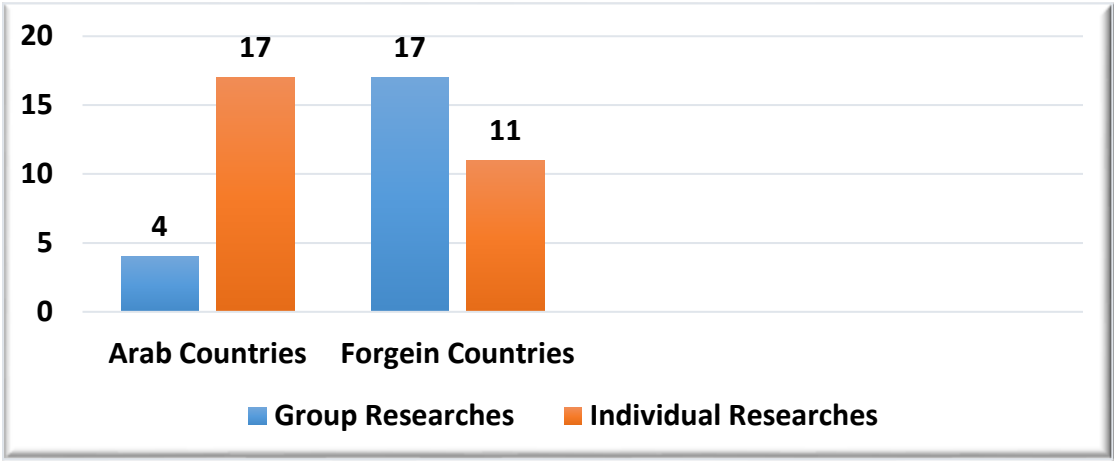


Graph No. (2) Geographical distribution of Countries tackling
The topic of AI in the media education most in their studies

From the previous graph we can conclude that a significant portion of the studies, totaling 21, was published from Arab countries, with Egypt being the main contributor, accounting for 16 studies. This concentration suggests a huge academic interest in the topic within Egypt, the other Arab nations represented include the UAE, Saudi Arabia, Jordan, and Tunisia. The relatively low number of studies from these countries may indicate emerging research agendas, or possibly limitations in research funding or other factors related to institutions' research agendas that might focused more in the use of AI in media production and media organizations from a practical perspectives.

- **Representation from Asia:** The Asian countries contributed by 12 studies, with remarkable representation from China (4), Indonesia (2), and India (3). These findings suggest that the region is becoming increasingly active in this area of research. Additionally, the inclusion of Thailand (1), Uzbekistan (1), and Korea (1) signifies a broader trend of research expansion across Asia, indicating a growing recognition of the topic's relevance in diverse contexts.
- **Contributions from Europe and Beyond**: Europe accounted for 9 studies, with each represented by a different country: Germany, Italy, Spain, Finland, Turkey, Ireland (Dublin), Argentina, Russia, and the UK. This variety illustrates a pan-European interest Outside of these regions, only a some studies emerged from Australia (1), Canada (1), and the USA (5). The American studies, while representing a smaller proportion which we might interpret this by the more focus in AI use in different fields and the practical use of media institutions.

3- **Group researches VS Individual researches:**

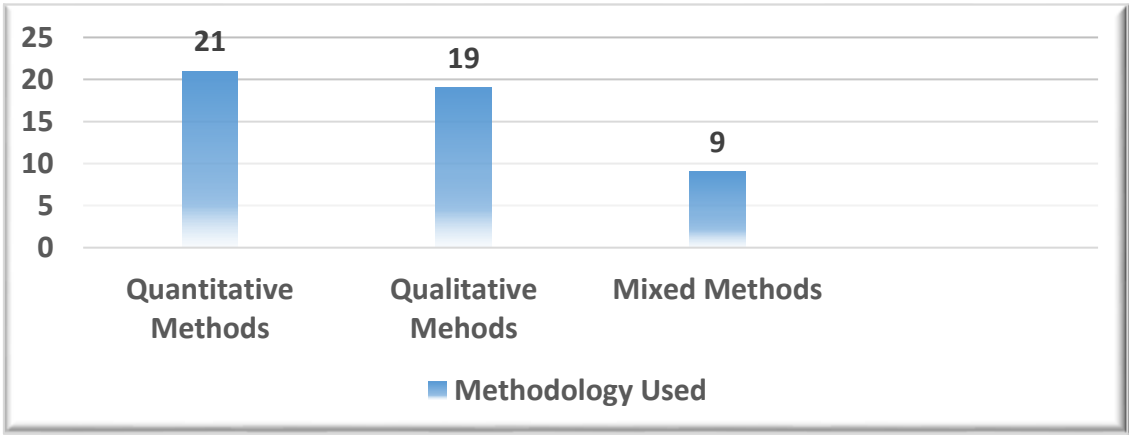


Graph No. (3) Group researches VS Individual researches

The above graph shows that most European and American studies are based on group research, while most Arab studies are conducted individually. This highlights a gap and a point of weakness in the Arab region. Group research is important because it brings together different perspectives, allows for larger samples, and leads to studies on a wider scale. Encouraging more collaborative research in the Arab world could improve the quality and impact of academic work and Asian studies were also focusing on group researches.

4- **Methodologies, samples and theoretical framework used:**

✸ Methodologies used:



Graph No. (4) Methodologies used

Based on the results above in the graph, one of the most remarkable findings from the analysis is the strong reliance on quantitative methods. Out of the 49 studies, 21 (43%) utilized quantitative approaches. These studies primarily focused on collecting numerical data to measure outcomes such as student learning achievements, engagement, satisfaction and acceptance of AI use in their education.

In contrast, qualitative methods were employed in 19 studies (39%). As These approaches are essential for capturing the personal experiences and perceptions of both educators and students. The most commonly tools used were through in-depth interviews, qualitative content analysis, focus groups and thematic analysis.

Additionally, 9 studies (18%) used mixed methods, combining both quantitative and qualitative approaches. As This method allows researchers to interpret their findings, providing a more comprehensive understanding of the topic.

The studies employed a variety of research tools and techniques to gather information. Surveys were the most common tool, used in 19 studies to collect large amounts of data from diverse participants specially gathering data from Media students, media educators and journalism practitioners. Also, Systematic reviews, conducted in 7 studies, synthesized existing research and helped identify trends and gaps in the literature, providing context for the findings and it was used in many studies.

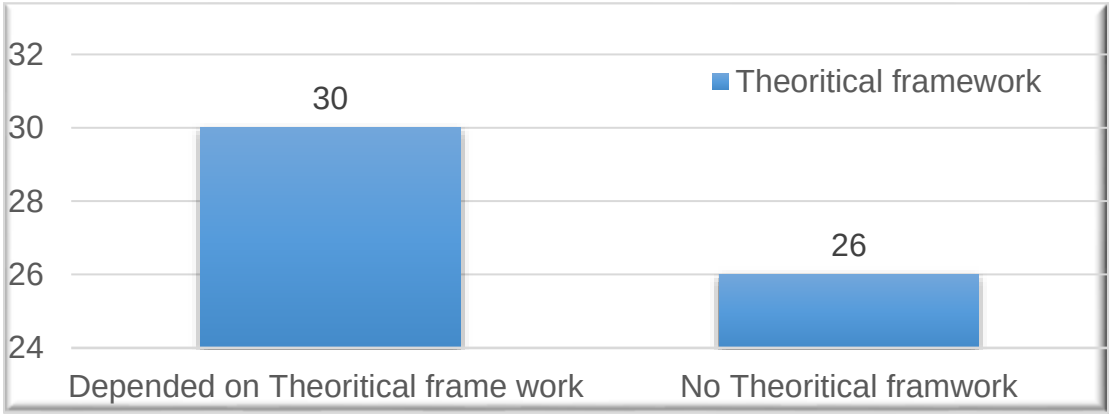
In-depth interviews also played a significant role in the qualitative studies, allowing participants to share their experiences in detail. This method was used to uncover specific insights about how AI tools are being integrated into teaching practices. Other qualitative techniques, such as content analysis and thematic analysis, were used to identify patterns and themes within the data, further enriching the understanding of AI's impact.

Some studies employed quasi-experimental designs to evaluate the effectiveness of AI interventions in controlled settings. Focus groups were another method used to gather collective insights from participants, providing a platform for discussion that can highlight shared experiences and opinions and was applied on both students and educators.

Samples: The samples used in each research study depend on its specific objectives and vary in size accordingly. The distribution of samples is as follows:

- A significant number of studies focused on university media students to investigate their perceptions and use of AI in learning.
- A specific number of studies involved media educators, journalism professors, and teachers.
- Several studies reviewed previous research addressing the use of AI in media education or teaching media literacy through systematic reviews or bibliometric analyses.
- A limited number of studies were conducted with filmmaking experts from universities.
- Some studies aimed to examine educational media programs or curricula using AI tools.

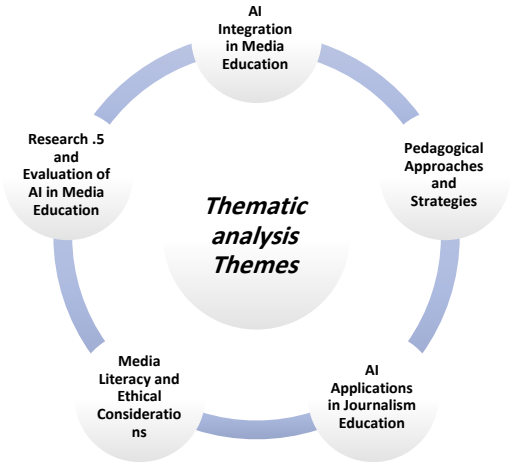
5- **Theoretical frameworks used**:



Graph No. (5) Theoretical frameworks used

The analysis reveals that approximately (47%) of the previous studies relied on a theoretical framework, while around (53%) did not. Among the studies addressing AI use in media education, the most commonly utilized frameworks included the UTAUT model, the Technology Acceptance Model, Technological Determinism Theory, and the Diffusion of Innovations. Additionally, other frameworks were employed, such as the Theory - Practice Nexus, Disruptive Innovation, the Model of Integrated Technology, Constructivist Learning Theory, the Theory of Planned Behavior, AI Assistants Theory, Tendency Approach Theory, and Adaptive Learning Theory. It is worth noting that most Arab studies mainly used theoretical frameworks, and some Asian studies did the same. On the other hand, fewer studies from Europe and America used theoretical frameworks.

6- **Thematic analysis of the topics tackled in the previous studies under analysis:** We can divide the thematic analysis into categories based on the topic as below:



Graph No. (5) Thematic analysis Themes

- **AI Integration in Media Education**: These studies highlighted the growing importance of artificial intelligence in modern media education. It explores how AI can transform educational practices and enhance the learning environment for media students. Some Research indicates a need for an educational framework that incorporates AI applications, focusing on developing essential skills among students.
- **Pedagogical Approaches and Strategies**: Researches in this category examines various pedagogical strategies for integrating AI tools into media learning. It discusses the attitudes and skills of students when using AI in their coursework and presents innovative learning activities that leverage AI to improve competencies in electronic media production. Also, the design of media courses based on AI principles is explored, alongside collaborative teaching methods that utilize AI to enhance the educational experience.
- **AI Applications in Journalism Education**: These studies focused on the role of AI technology in journalism education, assessing its impact on teaching methodologies and student engagement. Also, some Studies highlight how journalism students interact with generative AI tools, including their expectations and understanding of these technologies. The transition from classroom learning to practical newsroom applications is critically examined, alongside the opportunities and challenges that AI presents for the future of journalism education, particularly in specific contexts like Egypt.
- **Media Literacy and Ethical Considerations:** This category of researches addressed the implications of AI on media literacy and ethical considerations in education. It discusses the importance of information and media literacy in the context of AI, offering insights into future options for enhancing critical technology awareness. The relationship between teaching staff attitudes toward AI and the ethical responsibilities of educators is analyzed, focusing on the balance between technological advancement and ethical obligations in digital media education.
- **Research and Evaluation of AI in Media Education:** Researches in this category included comparative analyses of AI use in media and communication curricula across different countries. It investigates the use of generative AI tools like ChatGPT in instructional design, providing exploratory insights about their effectiveness. Some studies that depended on Systematic literature reviews examined the role of ChatGPT in communication, offering a comprehensive overview of current trends and findings related to AI in media education.

Throughout revising the topics based on the geographical area of publishing we can conclude that:

- **Asian Studies:** In the Asian studies, the importance of AI in media education was discussed on different levels AI plays a significant role in teaching specialized courses, particularly in digital media. Some studies highlighted the integration of AI and voice assistants in media studies, showcasing how these technologies enhance learning experiences. Moreover, the use of AI in collaborative teaching methods fosters a more interactive environment, encouraging student participation. Some other studies focused on Classroom action research focusing on electronic media production reveals the practical benefits of AI in developing students' production skills. Additionally, the incorporation of AI in filmmaking education represents a shift towards innovative teaching practices, preparing students for modern industry demands and this is considered one of the unique studies tackling the idea of film making.
- **Arab Region Studies:** In the Arab region, the application of AI in media learning has been explored through student surveys, providing insights into the future of journalism education. Surveys conducted among students and professors highlight the various AI technologies currently implemented in universities. The attitudes of media students and practitioners towards AI tools are examined, revealing a growing acceptance and interest in these technologies. Some other studies that tackled Quasi-experimental research indicates that AI can effectively enhance journalism skills, with a focus on students' perspectives regarding cybersecurity issues. Furthermore, some studies concluded that media students are increasingly using AI to support their educational tasks, demonstrating a commitment to leveraging technology for improved learning outcomes. Also, some studies tackled the faculty attitudes towards the integration of AI in digital media education also reflect a positive shift, particularly in marketing communication.
- **American Studies:** In the United States, the impact of AI on journalism education is a significant area of study. Some Researches involving university professors' sheds light on the effects of AI on curriculum development and teaching methodologies. Also, throughout other studies Journalism students express diverse expectations regarding generative AI tools, emphasizing the need for adaptive educational strategies that align with these advancements. In addition to these Collaborative initiatives, such as those utilizing platforms like ChatGPT, are becoming more prevalent, enriching journalism and media education. Additionally, AI is recognized as a valuable media literacy tool, fostering technological awareness among students and preparing them for the challenges of an evolving media landscape as a result of more than a study.

- **European studies**: European studies on media education emphasize the necessity of adapting to the age of smart media. There is a strong focus on transforming training systems to incorporate AI literacy into curricula. Also, some Experimental studies aimed at co-designing media education strategies highlight both the possibilities and challenges presented by AI in journalism writing. In addition to that, the transition from classroom learning to practical applications in newsrooms underscores the importance of integrating AI into journalism education, equipping students with the skills necessary for the nowadays media environments.

7- **Finding and experiences of AI Uses in media education presented by the previous studies under analysis**

- **Benefits of AI in Media Education:** One of the most important advantages of AI in media education is its ability to enhance learning efficiency. Studies consistently indicate that AI-powered tools, such as ChatGPT, Adobe Creative Cloud, and Canva, streamline various tasks associated with content creation, data analysis, and multimedia design. For instance, students reported that these tools allow them to focus more on creativity and critical thinking rather than being bogged down by technical processes. This shift not only improves productivity but also fosters a deeper engagement as per these studies (Olanipekun, S. O. 2024) (Yang, W., Lee, H., Wu, R., Zhang, R., & Pan, Y. 2023), (Batubara, M. H., Nasution, A. K. P., Nurmalina, & Rizha, F. 2024).

  Moreover, AI facilitates personalized learning experiences. Adaptive learning systems, which adjust content based on individual learning styles, have been shown to create more engaging and effective educational environments. This personalization enables students to learn at their own, matching to their specific needs and preferences, thereby enhancing overall learning outcomes Such tailored approaches are particularly beneficial in media education, where diverse skill levels and learning styles are prevalent. As per these studies Bustard, J., & Ghisoiu, M. 2025) Al-Zahrani, A., Elmoled, A., & Bahwirth, F. 2023). Teemu valtonen and others, 2019),

  In addition to improving efficiency and personalization, AI tools significantly contribute to skill development in journalism and digital media. Researches indicate that AI facilitates the acquisition of essential skills, including news writing, data journalism, and multimedia production. Beside these The automation of repetitive tasks allows students to engage in more complex projects, thereby enhancing their competence and readiness for professional roles in the field This focus on skill development is paramount in an industry that increasingly relies on digital technologies and data-driven

decision - making, as per these studies Yang, W., Lee, H., Wu, R., Zhang, R., & Pan, Y. (2023) Elballat, B. A., Elnaggar, R. M. E., & Fawzy, H. E. 2025).

Collaboration is one of the important topics that was tackled in the previous research. By promoting collaborative learning among students and faculty, AI technologies enhance communication and project management. Also, its discussed about Platforms that support joint projects are essential for bridging geographical gaps and fostering a sense of community in media education, Such collaborative efforts not only enrich the learning experience but also prepare students for the teamwork and cooperation required in professional environments. (Pavlik, J. V. 2023).

- **Experiences of using AI in Media education:** One of the most commonly used applications of AI in media education is in content creation and enhancement. Text content generators, such as **ChatGPT,** are widely used to assist students in writing, summarization, and content generation. These tools enable students to produce high-quality written material efficiently. Additionally, image generation applications like **DALL·E 2** and **Midjourney** facilitate the creation of visuals, allowing students to incorporate compelling graphics into their projects. In the realm of video editing, **Adobe Premiere Pro** employs AI for automatic editing, color correction, and voice recognition, significantly streamlining the video production process.

  Moreover, tools like **Canva** and **Cap Cut** enhance multimedia creation and design tasks, enabling students to produce visually appealing content quickly.

  In journalism education, AI plays a crucial role in data analysis and reporting. Applications that facilitate **data journalism**, such as **Tableau** and **Google Data Studio,** enable students to convert textual information into data formats, enhancing their analytical skills. Also Automated reporting tools, including **Wordsmith** and **Automated Insights**, can generate news articles based on data inputs and these experiences was mentioned in the previous studies.
- **Challenges and Ethical Concerns:** Despite the huge amount of advantages that was mentioned, the integration of AI in media education is fraught with challenges and ethical concerns. A significant issue is the existing inequalities in access to technology and training. Many students and educators encounter technical difficulties, lack sufficient training, and experience low institutional support, which can obstacles the effective use of AI tools in educational settings as per these studies (Leslie Salgado Arzuago, 2022) & Sakr, Ghada. 2025). Furthermore, lack of AI literacy among institutions highlight the urgent need for comprehensive training programs to ensure that all students

and faculty can benefit from these technologies (Batubara, M. H., Nasution, A. K. P., Nurmalina, & Rizha, F. 2024).

Several studies express concerns that reliance on AI tools could diminish critical thinking skills among students. The fear is that students may not fully aware of the implications of using AI-generated content, leading to issues of academic integrity and originality (Studies 8, 11, 15). Ismael, A & Ali ,A, 2024) (Solihat, A., Dahlan, D., Kusnendi, K., Susetyo, B., & Al Obaidi, A. 2024) Mustafa , Mai , 2022) ,The potential for misinformation and bias in AI outputs further complicates this landscape, necessitating a critical examination of how AI technologies are employed in educational contexts.

Additionally, the risk of AI replacing human creativity and employment is another concern. Many educators worry that an overreliance on AI could undermine the essential human elements of journalism and media production, such as storytelling, investigative depth, etc. …. As per (Dogan, M. E., Goru Dogan, T., & Bozkurt, A. 2023), (Mohamed, E. M. A. 2022), Imran, M. A. 2025).

8- **Recommendations for Integrating AI in Media Education based on the previous studies:**

- **Recommendations for the Courses and curriculums and programs:**
  - Universities should require a foundational course in artificial intelligence to enhance students' understanding of its applications and ethical considerations in the field.
  - It is essential to develop new educational programs aimed at training journalists who can understand machine learning basics, this knowledge will enable them to do tasks for technical specialists and effectively utilize algorithms for big data analysis and analytical writing.
  - AI tools should be integrated into all courses, not just specialized AI classes, ensuring that all students gain exposure and experience with these technologies theoretically and practically
- **Recommendations for Educators and academic institutions**
  - Educators must stay updated with the development in AI technologies, applying these tools to improve the teaching of digital media courses
  - Program administrators should foster a culture of innovation by encouraging faculty and students to explore and experiment with new AI tools and techniques in their learning materials
  - Institutions should provide technical support and training to optimize students' use of AI tools, maximizing their academic benefits.
- **Recommendations for future researches:**
  - Gather empirical data on the impact of AI across various stages of the information and media journey, from access to evaluation, consumption, and creation of digital content.

- Future studies should focus on the effectiveness of AI-driven personalized learning platforms in diverse educational contexts, exploring how AI can assist educators in creating tailored learning plans for students.
- Research is needed to evaluate the long-term effects of AI on student learning outcomes and the development of essential 21st-century skills.
- Future research should examine educational strategies for countering AI-driven disinformation and develop methodologies to enhance media and information literacy (MIL) capacity-building among students
- It is crucial to establish an ethical framework to guide research and protect participants, particularly concerning the ethical implications of emerging AI technologies in media.
- Further studies should explore ways to analyze the bylaws of various media schools and training centers to incorporate AI tools comprehensively.

B- Educators insights towards the use of AI in media education (In-depth interviews results):

1) **Actual use of AI Tools in Media education:** When asking them do they use the AI Tools in media education most of the sample replied with Yes, they use it, but only 2 from the 29 experts expressed that they don't use AI Tools and they were educators from an Arab country and one media professional who is specialized in shooting
2) **Pedagogical teaching methods by the AI in classes:** The results indicate a strong reliance on AI research tools among respondents, highlighting their importance for gathering information and insights. Following this, language and translation tools are also frequently used, also Design tools, such as Canva, are popular, reflecting users' desire for accessible and intuitive visual content creation. While assessment methods are utilized, showing an interest in evaluation and feedback, there appears to be less interest in AI editing tools and gamification for interactive learning, suggesting these areas may need more awareness or development. Lastly, the least usage was reported for VR and AR tools.
3) **How has AI transformed media education in educational institutions:** Most respondents agreed that AI tools have greatly transformed their educational institutions in various ways. Firstly, a significant number believe that these tools have improved and enhanced learning experiences, making education more interactive and effective. They noted that AI facilitates personalized learning, allowing students to progress at their own pace and access tailored resources.

   Furthermore, many participants highlighted that AI has reduced the time and effort required from them as instructors. On the other hand, they think that by automating administrative tasks and providing support for grading and feedback, instructors can focus more on teaching and engaging

with students. This shift not only reduce workloads but also enhances the overall teaching experience.

Participants also emphasized the value of AI in providing access to a broader range of beneficial resources, such as online databases, educational platforms, and real-time information. This accessibility enriches the learning environment and empowers both students and educators

In addition, several respondents mentioned that AI has played a crucial role in enhancing curriculum development. By analyzing learning trends and student performance data, educators can create more relevant and engaging curricula that meet the needs of diverse learners. This has, in turn, led to increased student engagement, with students more actively participating in their learning processes as per their learning experiences.

Moreover, AI has improved assessment methods, enabling more accurate and timely evaluations of student performance. This based on their on their opinion have helped educators identify areas where students may need additional support.

Finally, a smaller number of respondents pointed out that AI has increased the automation of many routine tasks. This automation allows staff to allocate their time and resources more efficiently, ultimately benefiting the educational experience as a whole.

4) **AI Integration in Media Courses: Theoretical vs. Practical courses:** In media education, AI tools are increasingly being used into both theoretical and practical courses. Nearly half of the respondents mentioned using AI in teaching both theoretical and practical media courses, highlighting its widespread integration across different aspects of media studies.

In the second place, respondents stated that they primarily use AI tools for teaching practical media courses, such as digital journalism, content creation, and multimedia production, where AI assists in tasks like automated editing, data analysis, and content generation.

In the third place, some educators indicated that they use AI tools specifically in theoretical media courses, as AI-driven research tools, automated summarization, and data visualization to enhance conceptual learning and academic analysis.

These results reflect the growing role of AI in shaping media education, ensuring students gain both practical skills and theoretical insights while adapting to the evolving technological landscape.

5) **Challenges educators faced in integrating AI into your curriculums and classes:** When the sample of educators was asked about the challenges, they face in integrating AI into the curriculum and classrooms, the most significant concern identified was ethical considerations related to plagiarism. As Many respondents expressed difficulty in controlling issues of academic integrity, as the ease of access to AI-generated content raises

questions about originality and proper attribution. Additionally, they highlighted the challenge of keeping up with the rapid advancements in AI technology, often feeling as though they are struggling to stay Up-to-date of its evolution. This is particularly happening in Arab countries, including Egypt, where access to AI tools remains limited due to various socioeconomic factors and digital divide factors and it various also based on the type of institution whether its private education institution or governmental one, but in the Arab countries like UAE much better in finding support and less limitations.

Furthermore, respondents noted that AI literacy among both educators and media students is a critical challenge. Many on them feel unprepared to effectively teach or utilize AI tools, emphasizing the need for professional development and training. The lack of technical support further compounds this issue, as educators often lack the resources and assistance necessary to implement AI solutions effectively in their teaching practices.

Moreover, a few participants mentioned resistance from students as a challenge, with some expressing skepticism about the efficacy and reliability of AI tools. Concerns about AI accuracy were also raised, as some students worry about the potential for misinformation or errors in AI-generated content. Overall, these challenges highlight the need for ongoing support, training, and ethical guidelines to navigate the integration of AI in educational settings in the different academic institutions in the Arab world

6) **Acceptance vs. Resistance of AI use in Media Education among students:** The findings indicate a generally high level of acceptance of AI methods in media education among students. Most of the sample of the educators mentioned that their students show a strong acceptance of AI, estimating it between 80% and 100%. This suggests that nearly half of the respondents observe widespread enthusiasm and integration of AI tools in learning. Additionally, part of the sample indicated that student acceptance falls between 60% and 79%, reflecting a moderate to high level of openness toward AI in media education.

On the other hand, only a smaller number of the media educators stated that their students resist or reject AI methods. This minimal resistance highlights that AI is becoming an increasingly accepted tool in media education, with only a few students hesitant due to concerns such as ethical implications, technical difficulties, or fear of replacing traditional learning approaches, and it was mainly in one of the private universities that is newly established.

7) **Student Feedback on the use AI Tools in Media Education from the media educators' perspectives:** Media educators stated that the found positive feedback from students regarding the use of AI tools in media education.

The majority of educators indicated that students viewed AI integration favorably, with "positive" and "extremely positive," suggesting that a significant number of students not only accept AI but also highly appreciate its role in enhancing their learning experience.

Notably, just one respondent reported "extremely negative" feedback, highlighting that resistance to AI remains exceptionally rare among students in media education.

8) **Ethical Considerations in Using AI in Media Education:** When integrating AI into media education, several ethical implications must be carefully considered. The most common concerns, as reported by media educators, revolve around **privacy and data protection** as well as **ensuring content quality and accuracy**.

The second most mentioned ethical issue is **academic plagiarism**. With AI tools capable of generating text, visuals, and other media, there is a growing concern about students misusing AI to produce work that lacks originality or proper attribution, potentially undermining academic integrity.

In the third place, educators emphasized the importance of **empowering teachers rather than replacing them**. While AI can be a valuable aid in the classroom, its role should be to enhance teaching methods and support educators rather than reducing their significance. Ensuring that AI serves as a collaborative tool rather than a substitute for human instruction is crucial to maintaining the quality of education and preserving the educator-student relationship.

9) **Educators Recommendations for Effectively Integrating AI in Media Education in the Arab World:** Many recommendations were provided by the media educators in different aspects and it can be categorized as below:

✸ **Enhancing Media Educational Content:**

- Develop interactive lessons and materials by AI tools that capture students' attention and encourage active learning.
- Implement AI tools to help students improve their writing through real-time feedback on grammar and style.
- Introduce chatbots to assist students and faculty with media-related questions, providing instant support.
- Integrate augmented and virtual reality into the curriculum, giving students hands-on experience in realistic media environments.

- **Combating Fake News and Misinformation:**
  - Equip students with tools to recognize manipulated media, fostering critical thinking and AI literacy.
  - Train students in the art of fact-checking, using AI resources to verify information effectively.
- **Building Partnerships Between Universities and Media Institutions:**
  - Create dedicated spaces for research on the intersection of AI and media Professionals to exchange the experiences
  - Form partnerships with media organizations using AI in media production and content creation to provide students with practical training opportunities.
- **Enhancing Accessibility and AI Adoption in the Arab World**
  - Ensure that AI tools are tailored to the Arabic language, making technology accessible to a Arab media students
  - Offer free AI resources to educational institutions, helping to level the playing field for all students.
- **Training and Curriculum Development:** Provide professional development for educators, equipping them with the skills to use AI effectively in their teaching pedagogies.
- **Ethical Use of AI:** Teach students the importance of using AI responsibly, focusing on ethical implications and understanding all ethical aspects.
- **Continuous Development and Practical Application**
  - Offer comprehensive training sessions for both students and faculty on using AI .
  - Create specialized units dedicated to AI within media programs, fostering expertise in this critical area of using AI in media production
- **The Future of Media Education in the Age of AI:** The future of media education, from the perspectives of media educators, will be significantly shaped by the continued evolution of AI technologies, with AI tools becoming an integral part of the curriculum. This shift will enable students to leverage advanced technologies in their projects, enhancing the overall learning experience.

  Many responses indicate that AI will contribute to the educational process by streamlining content creation, analysis, and multimedia production.

  Three key aspects were raised regarding AI's role in media education from the educators' viewpoints. **First,** AI could facilitate global collaboration, allowing students from different countries to work together on projects and share diverse perspectives. This interconnected approach will foster cross-

cultural exchanges and enrich media content. **Second,** the future of media education will likely witness the emergence of new career paths centered around AI, requiring academic programs to adapt and equip students with the necessary skills for these roles. **Third,** as AI technologies progress, there will be increased collaboration among students, educators, and AI systems, fostering innovative projects and teamwork, ultimately redefining how knowledge is produced and shared in media education.

However, concerns remain about the potential downsides of AI integration. A significant risk is the decline in **student creativity** due to an over-reliance on AI for content generation and problem-solving. If students become too dependent on AI tools, their ability to think critically and solve problems independently may be vanished, Therefore, while AI presents vast opportunities for media education, educators emphasize the need to strike a balance between leveraging AI's capabilities and preserving essential human skills such as creativity, critical thinking, and ethical judgment.

Conclusion

From the research results we can conclude the below:

- There was a remarkable existence to the use of AI in media education in many Arab studies.
- There were no African studies that tackled the use of AI in media education.
- The media educators nowadays are enhancing the use of AI tools in teaching media education but still they are struggling the frequent updates of AI Technologies.
- There are so many ethical considerations raised by the educators related to the plagiarism and research ethics.
- There are some challenges related to the student resistance and the lack of training.
- Also, there is a good side that the Arab students has started earlier to focus on tackling the AI use in different contexts related to the media education and learning process.
- But still there is a gap in studies in term of number of studies in the Arab world.
- AI Literacy for both Educators and media students are one of the biggest challenges in addition to lack of technical support.
- Educators have agreed that AI Has Enhanced the curriculum development and has increased the student's engagement and also helped in students' assessments.
- We can finally say that some Arab Countries are working to reduce the Digital Gap in the use of AI in media education.

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