Tendency of Media Students Towards the Use of AI & Technology Tools in Education

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Abstract: The current research aimed at identifying student tendencies towards using AI tools in media field. The research problem revolves around determining the level of awareness among the study sample regarding artificial intelligence tools, as well as their cognitive, emotional, and behavioral attitudes toward these tools. Additionally, it seeks to explore the challenges they face when using such tools and the opportunities these tools may provide to enhance their learning process. The research depends on theoretical Approach to Tendency. The research community was selected from media college students in the Arab Republic of Egypt, and conducted in-depth interviews with a sample of 21 students from different classes at Faculty of media in Sinai University. The research indicated that 76.2% of the selected sample pointed out that they participated in AI-specific education courses, and 42.8% expressed concern about the use of AI tools in the media field, while 23.8% of the research sample was satisfied with the use of these tools because they facilitate performing many theoretical or applied tasks. The results of the in-depth interview indicated that media students could use AI tools when performing scholarly and practical assignments to summarize topics. Students could employee various apps such as GBT Chat, Copilot, Hegyn, to make full AI-newsletters, Poe, and Gemeni; they also could depend on AI-image generators tools such as Leonardo, Midjourney, and Canva and Deep fake, as well as Eleven lab to make voice over, and DID to make videos. The in-depth interviews also indicated the variety of challenges preventing the integration of AI into media, as these tools are expensive and non-free, as well as the inability to fully control the output of AI tools, in addition to the inability of AI to evolve to the extent that it is fully reliable.

Keywords: AI tools, media students, student Tendency, education development.

اتجاه طلاب الإعلام نحو استخدام أدوات الذكاء الاصطناعي والتكنولوجيا في التعليم

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الملخص: هدف البحث الحالي إلى تحديد اتجاهات الطلاب نحو استخدام أدوات الذكاء الاصطناعي في مجال الإعلام. وتتلخص مشكلة البحث في تحديد مستوى وعي عينة الدراسة بأدوات الذكاء الاصطناعي، واتجاهاتهم المعرفية والعاطفية والسلوكية نحو هذه الأدوات، وكذلك استكشاف التحديات التي تواجههم عند استخدام الأدوات، والفرص التي يمكن أن توفرها لتعزيز عملية التعلم لديهم. اعتمد البحث على مدخل الاتجاهات، وتم اختيار مجتمع الدراسة من طلاب كلية الإعلام في جمهورية مصر العربية، وأُجريت مقابلات متعمقة مع عينة مكونة من 21 طالبًا من مختلف الفرق في كلية الإعلام بجامعة سيناء. أشارت نتائج البحث إلى أن 76.2% من العينة المشاركة ذكروا أنهم شاركوا في دورات تعليمية متخصصة في الذكاء الاصطناعي، وعبّر 42.8% عن قلقهم بشأن استخدام أدوات الذكاء الاصطناعي في المجال الإعلامي، بينما أعرب 23.8% من العينة عن رضاهم عن استخدام هذه الأدوات لأنها تسهل أداء العديد من المهام النظرية أو التطبيقية. أظهرت نتائج المقابلات المتعمقة أن طلاب الإعلام يمكنهم استخدام أدوات الذكاء الاصطناعي عند تنفيذ المهام الأكاديمية والعملية لتلخيص الموضوعات. يمكن للطلاب توظيف تطبيقات متنوعة مثل Chat GBT، وCopilot، وHegyn لإنشاء نشرات إخبارية كاملة بالذكاء الاصطناعي، واستخدام Poe وGemeni، بالإضافة إلى الاعتماد على مولدات الصور بالذكاء الاصطناعي مثل Leonardo وMidjourney وCanva وDeep fake، وكذلك Eleven lab لإنشاء التعليق الصوتي، وDID لإنشاء الفيديوهات. كما أشارت المقابلات المتعمقة إلى تنوع التحديات التي تمنع دمج الذكاء الاصطناعي في الإعلام، مثل ارتفاع تكلفة هذه الأدوات وكونها غير مجانية، بالإضافة إلى عدم القدرة على التحكم الكامل في مخرجات أدوات الذكاء الاصطناعي، وعدم قدرة الذكاء الاصطناعي على التطور بشكل يجعله موثوقًا به تمامًا.

الكلمات المفتاحية: أدوات الذكاء الاصطناعي، طلاب الإعلام، الاتجاهات الطلابية، تطوير التعليم.

Introduction:

Technology and AI are integral parts of various fields, including education. In recent years, AI has been increasingly used in education; Inspire Scholes Report (2023) has reported that 85% of professors believe that the use of AI in education is stimulating student progress, while Mohmed & Elbalat (2024) has confirmed that faculty staff and their assistants believe that their students can rely on AI tools to conduct scientific research.

Meanwhile, media students' tendencies toward the use of AI tools and technology in education are multifaceted. Studies have argued that students in general are aware of the potential benefits of AI in enhancing educational experience, but have significant concerns and mixed feelings about the potential use of these tools in educational activities. Some studies have found that students have perceived risks affecting their use of AI. (Alzahrani, 2023)

Studies have shown that some students feel at risk that content they created using AI tools may be impersonated while others avoid using these tools due to uncertainty or lack of effective learning strategies (Burkhard, 2022). In addition, the ability to discover content created by AI remains challenging, as students and professor's struggle to identify texts generated using AI apps, raising ethical concerns on the impact on learning practices (Hostetter, 2023). In addition, students might be unaware of the differences between AI and traditional algorithms, with many have argued that the use of AI tools might be useful and dangerous at the same time, and influenced by common media narratives rather than deep conceptual understanding (Yasin, 2022).

 Despite the aforementioned challenges, AI learners, including media college students, have shown a high level of satisfaction and preference for using AI in learning processes, especially when enhancing communication, behavioral and cognitive skills (Yildiz, 2023).

Accordingly, media students face new challenges that require employing technological advances effectively in education or when creating media content. AI techniques enhance students' creative and technical skills and provide them with the tools to excel in a highly competitive work environment.

In this context, it is important to study the tendencies of media students towards the use of AI tools to understand the extent to which they have an impact on improving the quality of education and student competence, and to identify the challenges they face.

Literature Review:

A comprehensive literature review was conducted to explore the tendencies of media college's students towards the use of AI and technology tools in education. Scientific articles and research papers from academic databases, such as JSTOR, Scopus, and Google Scholar were reviewed, and references were selected based on their relevance, novelty, and credibility.

The majority of studies showed that they focused either on the impact of AI on education or on the impact of AI on work in the media field. Thus, they were divided into two axes:

Axis (1): Studies that focused on using AI in the media field:

Gómez-Diago& Martínez-Nicolás (2024) have argued that due to the digitization of the productive sectors of communications that include journalism, advertising, audiovisual creativity, institutional and strategic communications, etc., the acquisition of modern technological skills is critical for joining the labor market. The study aimed analyze the technological skills that journalism graduates in Spain should possess from the perspective of potential employers, using a sample (n = 433) of job advertisements on specialized Internet platforms such as LinkedIn and Info Jobs.

3

The study has concluded that journalism graduates share a single job market with graduates of other specialties, such as advertising, public relations and marketing. The results showed that about 8% of job advertisements analyzed were obtained from the media platforms. Nearly 70% of job postings were directed at journalism graduates or other communications and marketing graduates, and only 20% sought jobs related to the production of press information.

Regarding the required technological skills, 60% of job postings required that a graduate be familiar with at least one specific technology tool to perform graphic design, planning, photo editing, data processing, web content design and management, text and presentation editing, and web and social media analysis.

Lopezosa et al. (2023) examined methods to integrate AI into journalism colleges, while focusing on generative AI such as ChatGPT. The study highlighted the importance of AI training for media students and proposed a comprehensive program covering technical foundations, skills and ethical considerations.

The study conducted 4 in-depth interviews and 28 semi-structured interviews with professors and researchers. The results confirmed varying degrees of convergence between students and professors concerning the integration of AI in media colleges. Expert opinions provided varied and valuable insights into AI and its effects on media, especially its potential applications in media studies, where AI could be used for news production and consumption. However, three trends have emerged: the most widely accepted trend that AI should be included as a separate topic, the second has been more conservative and proposed complementarity across the topics that require it, and the third has been that AI is still too early to be integrated into the curricula of media colleges.

Adwan et al. (2023) predicted the future impact of AI tools and applications on the media industry, and this study was part of future studies. The study interviewed university professors specializing in telecommunications, media and computer science, either in person or online, using the Delphi method; this method depends on interviewing academics from various disciplines once to gather insights into the impact of AI applications on media industry.

The study has concluded that the use of AI tools and applications in media could create new media with new technology that is able to process big data quickly and accurately. The incorporation of AI in media also widely affects the media industry, amid expectations of future shifts that will affect all components and functions of that industry.

Semenov et al. (2022) aimed to develop a package of AI tools and software to facilitate the creation of unique, high-quality information content (AI2Media.com); The project was written in Python using the Django framework, as well as NLTK (Natural Language Toolkit), which involved the development of a complex seven-unit set, and analysis of these units was considered the basis for formulating a business plan for the research startup. The project was carried out in cooperation with the Faculty of Humanities of Saint Petersburg of Electrotechnical University (LETI) and involved PR students in analyzing and developing business processes.

The study has found that the use of AI significantly improves business processes within the media industry through automation and increased efficiency in data analysis. AI could be used to effectively generate marketing content, allowing journalists to create tailored and

accurate marketing campaigns. In addition, AI allows for improved creativity and media content development by providing analytical tools to be used in editing and production. AI also enabled automated analysis of data, which enhances creating and organizing content, to be more efficient and accurate.

De-Lima-Santos & Ceron (2021) explored ways of using AI in news industry, focusing on seven sub-domains of AI: (machine learning, computer vision, speech recognition, natural language processing, planning, scheduling, optimization, expert systems, and robots). The methodology used in the study analyzed literature on the use of AI in journalism, a global initiative led by Media and Journalism Research Center, which aimed to expand knowledge about AI technologies in newsrooms through collaborative projects, research reports, and training materials for the news industry. Researchers have established a database of cases where AI intersects with journalism, compiled the best-case studies, and classified them according to the type of AI application they used, providing insights into how to develop AI in the news industry.

Axis (2): Studies that focused on employing AI in education:

Han et al. (2023) aimed at analyzing the potential effects of using AI in higher education from a student perspective, using a Story Completion Method (SCM) that utilizes contemplative design and research fiction, so that the ethical and moral implications of future technologies can be effectively known to understand students' concerns about future adoption of various analytical-based AI tools.

Han et al. (2023) aimed to analyze the potential effects of the use of AI in higher education institutions from the student perspective, using the Story Completion Method (SCM), which utilizes contemplative design and research fiction, so that the ethical and moral implications of future technologies could be effectively determined to understand students' concerns about adopting various analytical-based AI tools.

The study selected a sample of (65) students, who were asked to create novels, based on certain story editorials that evoked their responses to specific contexts and values t. Three future scenarios for undergraduate classrooms were developed according to techniques proposed in the research literature. GT techniques were used to derive relationships, particularly consequences, between specific codes. The study found potential disorders that could occur to students because of using AI tools.

Wang et al. (2023) sought to determine the impact of AI on the learning process of international student, and to formulate projections about the impact of AI on the jobs available to future graduates. The study discussed the impact of a number of AI applications on personal learning experiences, adaptive testing, predictive analytics, and chatbots for learning and research on international students.

The study concluded that AI tools could be employed to improve various aspects of educational management, curriculum development, teaching and learning processes. It also found that the migration rates of international student had increased the need for innovative teaching methods. Accordingly, AI offers promising solutions, providing tailored and adaptable educational opportunities for international students; this means that AI could enhance the overall quality of education. At the same time, however, the study revealed students' concerns about the effects of AI on their laziness, what the study called "human laziness."

Slimi, (2023) aimed to detect the impact of AI on teaching, evaluation, learning and future careers, as well as analyzed the impact of AI on higher education. The study was based on a survey approach to identify higher education audiences. The study sample consisted of 92 researchers, including 50 higher education students, 34 faculty members, and 8 decision makers and managers with different cultural and educational backgrounds.

The study has concluded that AI is critical to the future of higher education, equipping graduates with new skills for future careers. The study has also revealed the need for higher education institutions to incorporate AI extensively into their educational processes in order to prepare graduates for the labor market. Furthermore, it has found that AI could revolutionize education by adapting teaching methods to students' individual needs, and by providing rapid feedback that helps the assessment process.

Naqvi et al. (2023) focused on analyzing the potential effects of AI and robotics on the higher education sector, and the study relied on narrative scenarios of a fictional nature to derive potential future scenarios. The results of the study confirmed the importance of AI and robotics uses in higher education, considering the social, ethical, educational and administrative aspects of the automation of higher education. However, the study revealed concerns about alumni's changing responsibilities, which require increased expertise to succeed in new business climate.

Nipun et al. (2023) determined AI tools and technologies employed in education, aimed at analyzing the effects of these tools, as well as identifying the challenges and risks faced by higher education students. The survey was conducted on a sample of 90 university students and in-depth interviews were made with 6 professors and 5 PhD researchers. The study collected feedback from users of these tools through social media platforms such as LinkedIn and others, and also relied on sentiment analysis to measure their opinions.

The study concluded that the use of AI tools and techniques had a positive impact on higher education students. It also indicated that there were restrictions on the use of these tools, which necessitated the need to take measures to overcome them.

Play, et.al (2022) sought to explain the IQ relationship between teachers and students when using AI tools inside universities, and to highlight the importance of AI when applied to the e-learning applications of teachers and students of the Islamic Education Study Program, at the New Noor University, Payton Probolinggo. The study employed the qualitative method and depended on the in-depth interview tool.

The study concluded that AI in universities has had a positive and negative impact on the relationship of intelligence to learning when it goes beyond traditional education processes. It showed that although e-learning has become common, it could still be a breakthrough in solving learning process problems, especially those existing between teachers and students.

Alam, et al. (2022) revealed the impact of AI on the learning process. The study concluded that AI could be used to evaluate students, and it highlighted the advantages of its tools, especially the technique of converting speech to text. However, the study emphasized that AI tools could not replace teachers, but could better handle teaching and learning. AI could also help raise public awareness of potentially damaging technologies.

Lai, et al. (2023) aimed to identify the potential effects of AI on the physical and mental growth of learners, as well as on the learning process, to avoid its negative impacts. The

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study also discussed how teens could socialize with AI technology. The study sample was randomized to 1,332 students from 13 primary, middle and secondary schools. The study concluded that AI technology had a negative impact on social adjustment in adolescents, requiring family support.

Analysis of literature:

Through reviewing literature related to the search topic, AI has become of importance in the education sector and has even been seen as a component of the learning process. Thus, it has been necessary to identify students' tendencies towards the use of AI and technology tools in education, especially since media is one of the areas employing the most modern technological tools. This study then bridges a gap that has not been addressed in previous studies, namely, identifying tendencies of media students towards the use of AI tools in education.

Problem Statement:

Artificial intelligence (AI) tools are becoming indispensable, and the field of media is one of the most prominent areas that benefits extensively from AI tools and technologies. Foreign literature has focused on the study of AI uses of in education sector, Han et al. (2023), Wang et al. (2023), and Nipun et al. (2023) highlighted the importance of AI in the learning processes, and paid attention to the concerns of students toward AI, while Gómez-Diago& Martínez-Nicolás (2024), and Lopezosa et al. (2023) emphasized the need to employ AI in media work or in media colleges, particularly from the perspective of specialists, and professors, but these studies have overlooked students' tendencies in this regard.

The problem of the current research is therefore to identify tendencies of media colleges' students towards the use of AI tools and technology in education, in terms of determining their level of awareness of AI tools, their cognitive, affective and behavioral trends towards these tools, as well as to explore the challenges they face when using the tools, and the opportunities that can be provided to enhance their learning process.

Finally, the study aims to provide a set of recommendations on ways to incorporate AI tools into the curricula taught in media colleges to improve the quality of education in Egyptian universities.

Significance of the research

This research has scientific and practical significance, which can be explained as follows:

Scientific Significance:

1. The research adds a new scientific contribution, and bridge the knowledge gap regarding tendencies of media students towards the use of AI tools.

2. The research tackles a new topic such as AI tools and thus having scientific relevance to studying student attitudes towards them.

3. The lack of studies on AI tools in general, and the tendencies of media students towards these tools in Egypt and the Arab world in particular.

Practical Significance:

1. Identifying and overcoming the difficulties faced by media students when using AI tools.

2. Monitoring the challenges faced by media students when using AI tools and then determining the best practical ways to overcome.

3. Revealing the media students' cognitive, emotional and behavioral attitudes towards AI tools, whether they adopt positive attitudes that help them keep up with recent technological advances, or negative ones and thus help address them in future studies.

Search objectives

The research aims to:

1. Identify student tendencies with regard to media AI tools.

2. Analyze students' emotional attitudes toward the use of AI tools in media.

3. Detect the behavioral tendency among students of the media colleges, under study, towards the use of AI .

4. Determine the challenges facing the research sample when AI into media processes.

5. Reveal whether media organizations can use AI ethically or not.

6. Be aware of the research sample's suggestions for improving their education and training when using AI in media.

Research Questions:

1. What are the cognitive tendencies of students towards AI tools used in the media field?

2. What are the emotional attitudes of students toward the use of AI tools in the media field?

3. What is the tendency of the behavioral research sample's students towards using AI?

4. What challenges does the research sample face when integrating AI into media processes?

5. How can media organizations ethically use AI from the perspective of the research sample?

6. What are the research sample suggestions for improving their education and training when using AI in media?

Theoretical Approach to Tendency:

Tendencies are a psychological aspect that is concerned with an individual's evaluation of events, situations, people, or thoughts, as they influence an individual's behavior to take certain decisions, form various perceptions. A tendency may be a state of readiness generated by an individual on a subject, aimed at stimulating impulses, and the individual's attitude may be negative or positive towards the subject.

8

Tendencies are also aspects that are not directly observable but can be inferred, and consist of beliefs, emotions, behavioral preparations, and evaluative bias, whether negative or positive, toward the target subject. A tendency includes emotional and cognitive skills, which influence an individual's behavior. (Garcia-Santillan, et al., 2012, P:8)

A tendency is defined differently in terms of the level or psychological direction of mental perception of a situation. More accurately, situations can be visualized in permanent memory or manifested as temporary situations if a human is exposed to similar situations, the judgment can represent a translation or an embodiment of memory to provide a conscious assessment at that particular moment. Individuals may make specific provisions on a subject based on information temporarily available to them, especially since such information may be accessed externally or instantaneously through memory (Zanna et al., 2005, Pp. 5,6)

A tendency consists of three components, as follows: (Abdelmajid Nachawati, 2003, pp. 471, 472):

1) Emotional component:

The emotional component reflects people's feelings and desires about a particular subject, or issue, and may influence their response, either positive or negative, leading to acceptance or rejection of the subject. Those feelings or emotions about a particular subject, person or item can vary in intensity, and include fear, empathy, hatred, admiration or pleasure, which can guide future behavior. Much research on tendency has emphasized the importance of the emotional component where emotion works alongside the cognitive process, or the way we think about an issue or situation. So, it can be argued that emotion plays a vital role when studying a tendency even in the absence of beliefs about a product (first experience), or by relying on the number of repetitions (second experience), pointing out that emotions has an effect when persuading someone with something or in a social situation (Mcleod, 2023, P.18,19).

2) The cognitive component:

That component includes the cognitive aspects through which an individual develops his or her thoughts and beliefs towards a particular subject, based on his or her knowledge about the issue, and the factual facts he or she adopts on the topic of tendency. Individual tendencies are directly related to stereotypical thinking trends, so an individual's tendency to a particular issue can be evaluated on the basis of cognitive structure, although many individuals are emotional. However, tendencies associated with cognitive structures are stronger when processing cognitive information than emotional structures (Briñol, et al., 2019, P.8).

3) Behavioral component:

This component refers to the tendency of individuals towards specific situations, and means that an individual responds to a subject, whether negatively or positively, due to the socialization controls that the individual experiences, where these controls drive an individual to act according to a tendency he or she adopts toward an issue.

In the context of the behavioral component, individuals' opinions are formed according to behavioral information, where their tendencies are exemplified and fully linked to physical attitudes and responses. Physical responses have been affected by our physical nature, so researchers have argued that tendencies are based on very simple, spontaneous mental

processes, so that individuals' behaviors influence their opinions, and some individuals may rely on simplified methods or inferences about their behavior when forming or changing tendencies (Briñol, et al., 2019, P.9)

The discussion of the three components of tendency has shown that they vary in their degree of strength and autonomy, when an individual possesses information about a particular issue (the cognitive component), expresses his or her desire and tendency to the subject or not (the emotional component), this influences the individual, and forces him or her to adopt a certain behavior and take a decision on the issue (the behavioral component).

All definitions have agreed that a tendency is a state of mind, or a set of opinions or ideas related to a particular subject, position or person. The tendency is evaluative: positive, negative or neutral, accompanied by an emotional component to behave in a particular way with regard to the subject matter of the situation. The intellectual component is referred to as the cognitive aspect, while the emotional component is known as the affective aspect, and the tendency to act is called the behavioral aspect. Taken together, these three aspects are referred to as A-B-C components (affective-behavioral-cognitive components) of tendency. Attitudes are not behaviors per se, but rather a tendency to act in certain ways, part of consciousness, accompanied by an emotional component, and not observable from the outside. This is where the relationship between the three components becomes clear (Fazio et al.,1995, P. 108)

There are definitions of individuals' tendencies, including the concept of human values, which means there is a constant belief that a particular pattern of behavior or situation towards a particular subject is personally or socially preferable to an opposite pattern. Values form an important aspect of self-conception and serve as a tool for one's attitude. The value system is a permanent arrangement of beliefs about preferred behavior patterns.

Beliefs are associated with behavior, which means perceptions of whether an event or an individual may be associated with a particular status. Some consider beliefs to be a component of tendency, although there are differences between them. A tendency is a set of beliefs about a given phenomenon, whether negative or positive, which affects the tendency of an individual towards that subject based on the general evaluation of his beliefs, so both human values and beliefs are central components of the dynamic forces that shape and change the tendencies of individuals (Manstead, 1996, P. 6- 7).

Employing the theoretical framework in the current research:

A tendency approach can be employed by learning how well a student understands and manages AI tools and technology used in education, as well as identifying students' feelings and personal opinions on these tools, such as how enthusiastic or anxious they are when using the AI tools, and monitoring students' willingness to use AI tools in their educational lives and how they interact with them.

Methodology:

The research relied on the descriptive and analytical approach to detect the phenomenon of research, which is to identify the tendencies of media students towards the use of AI tools. The research employed the interview tool, where 21student studied in different classes at faculty of were interviewed to achieve the research goals.

10

Research Sample and Population:

The current research population consists of media students in the Arab Republic of Egypt. The research sample included about 21 students studying at the Faculty of Media in the University of Sinai, where an in-depth interview tool was applied to each student separately. The sample was deliberately selected, according to certain specifications, and there was a set of justifications for the selection as follows:

1. The study sample included students from different classes.

2. The sample students have reasonable experience in using AI in the media field, either during their college studies, or through workshops or courses they attended inside or outside of college.

Data Tool and Procedures:

The research relied on an in-depth interview tool, which is a method of collecting data on behavior, attitude, or perception of the study sample. Current research used on the interview tool to identify the tendencies of media students towards using AI tools and technology tools in education. Researchers of the current research communicated with a number of university students, extended one-on-one interviews, manually recorded the answers of participants, and then transcribed and analyzed their answers.

Results and discussion:

1) Students' cognitive tendency towards using AI tools in media:

About 76.2% of the research sample reported that they participated in AI courses, while the results indicated that 23.8% of the research sample did not participate in AI courses but they experienced AI tools while studying at their colleges; As shown in the following figure.
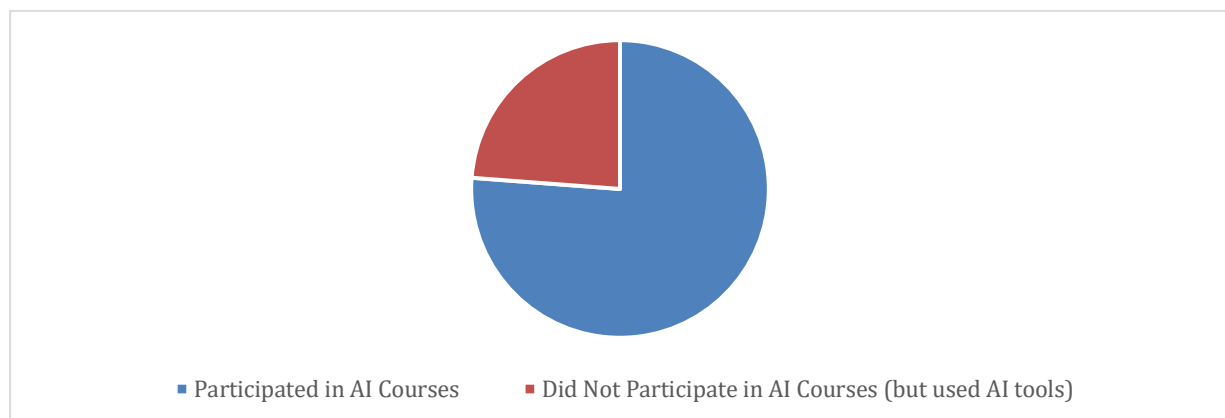

■ Participated in AI Courses   ■ Did Not Participate in AI Courses (but used AI tools)

Figure 1: Distribution of Research Sample Based on Participation in AI Courses

The results of the interviews pointed out that most of the research sample considers their knowledge of AI to be moderate to good, as AI tools are extremely useful, providing them

with a variety of knowledge. They also suggest that AI can be used in performing study tasks and assignments such as designs, soliciting more ideas about different topics, summarizing content, developing creative capacities, and conducting research papers within the framework of a number of media subjects such as media theories, research curricula, and media translation. These tools can help students write the scripts for radio and television episodes, that in turn reduces time and effort and produces the best satisfactory results. AI tools can also be employed in making graphics and animation, as well as adding diacritical marks to an Arabic text, reviewing grammatical and spelling errors in any languages used, and summarizing lectures.

Among the benefits that the study sample sees in using AI in the media field are time savings, mission facilitation, cognitive enrichment, assistance in innovation, accurate access to information from sources, and ease of news collection.

From the perspective of the study sample, the most significant benefits of AI tools in the media field include saving time, facilitating task performance, enriching knowledge, developing innovation and creativity, offering an accurate access to data, and collecting news easily.

2) Students' emotional tendency towards using AI tools in media:

The results of in-depth interviews indicated that most of the research sample is concerned, where 42.8% were concerned about the use of AI tools in the media field, and 23.8% were satisfied with the use of these tools, due to specific reasons including that a student could simply perform theoretical or practical tasks. About 19% of the study's sample had mixed feelings of satisfaction and anxiety when using the tools in question, and 9.5% felt neutral about the use of AI tools in the media field; As shown in the following figure.
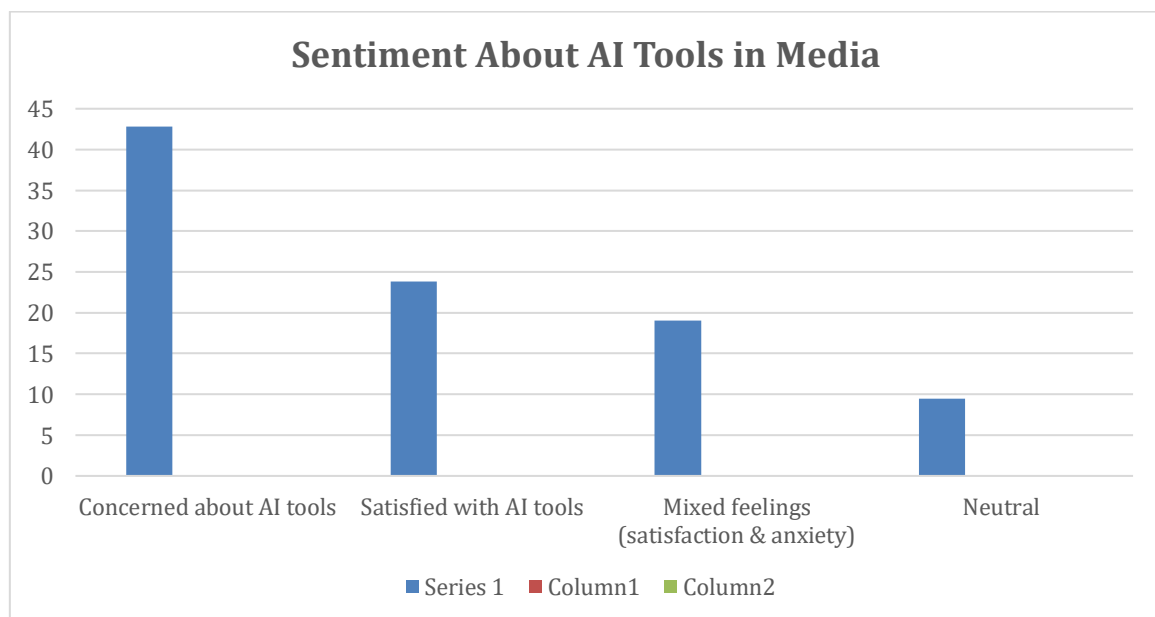

Figure 2: Sentiment About AI Tools in Media Field

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While about 85.7% of the research sample is concerned about the disappearance of media jobs as a result of the growing reliance on AI, they argued that AI should only help, not completely replace, media workers. About 14.3% of the respondents did not worry about job disappearances because human capabilities differ radically from AI capabilities, regardless of their development, which made them unlikely that AI would replace media workers.
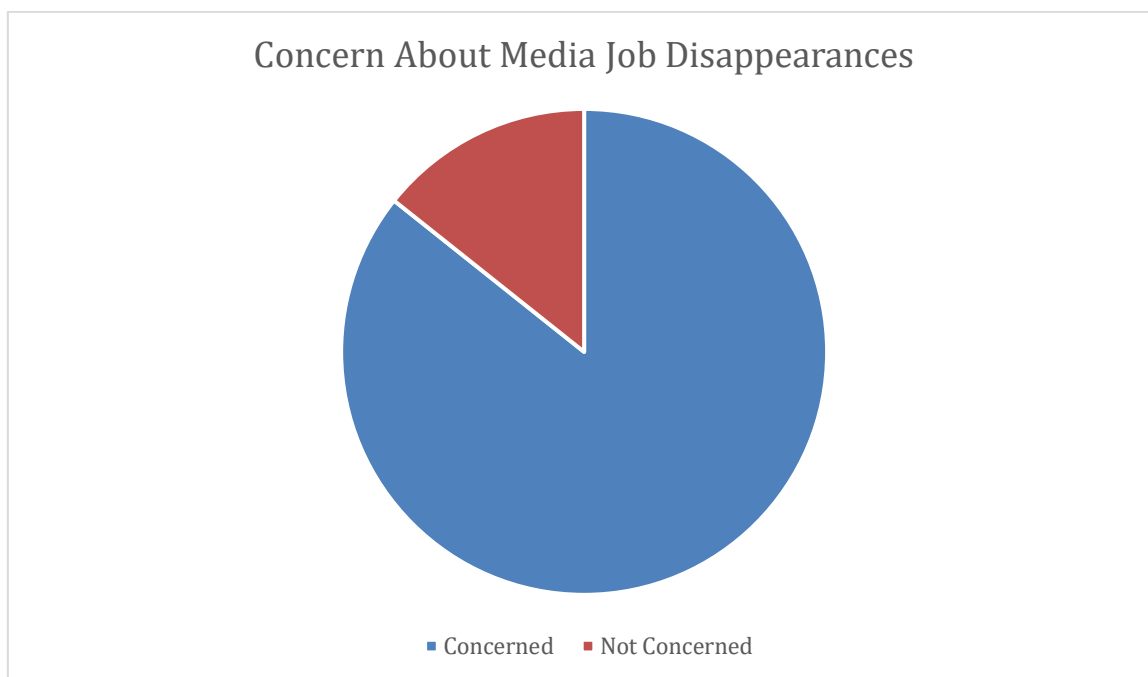

Figure 3: Concern About Media Job Disappearances Due to AI.

Most of the research sample believed that AI could affect journalistic ethics, through spreading fake news and images, combining audio to images, and fabricating news which might lead to the increase in false and misleading data, and the spread of rumors. Some of the study sample suggested that AI tools could provide users with false information because these tools lacked accuracy, putting people's reputations at risk, whether celebrities or not; As shown in the previous figure.

3) Students' behavioral tendency towards using AI tools in media:

The results of the in-depth interview indicated that media students could use AI tools when performing scholarly and practical assignments to summarize topics. Students could employee various apps such as GBT Chat, Copilot, Hegyn, to make full AI-newsletters, Poe, and Gemeni; they also could depend on AI-image generators tools such as Leonardo, Midjourney, and Canva and Deep fake, as well as Eleven lab to make voice over, and DID to make videos.

The results also confirmed that AI is being used more widely in designing, writing, and editing, as well as in news broadcast techniques, access to global news, media translation, montage, voice over, preparing presentations, counteracting misleading information, marketing, as well as Photoshop, content analysis, and big data analysis.

According to the interviews, the research sample argued that AI would improve the future of the media field, through replacing broadcasters, designers, and facilitating multiple media tasks. Some pointed out that AI might contribute to lowering the production prices of media materials by facilitating the tasks performed by media workers, while others reported that AI tools might be useful, but negative, for the media sector, in the absence of adequate control over these tools, which might lead to the violation of the privacy of individuals and states by external anti-state forces.

Some of the research sample also expressed the possibility of introducing new technologies in Egypt and other Arab countries, such as holograms in advertisements, which have spread in Japan.

4) Challenges facing by the research sample when incorporating AI tools in the media field:

The in-depth interviews led to a variety of challenges preventing the incorporating of AI into the media field, due to the high cost of purchasing, many of which are not free of charge, posing a challenge to educational institutions seeking to train their students on using these tools. The interviews concluded that the output of AI tools could not be fully controlled, especially as many students consider that they lack the technical skills to handle these tools, contributed by a lack of adequate training.

Challenges also included the inability of AI to evolve so that it can be relied upon fully. Another challenge, some have pointed out, was that older people did not accept AI tools, which could be a barrier to integrating AI into the media field.

The research sample confirmed that public unacceptability of AI technology could be one of the barriers to integrating AI into the media industry, and interviews indicated that AI tools are difficult to handle.

In addition, some interviewees noted that opposing and downplaying AI tools could be a barrier. Some have also argued that there is a clear political bias in a number of AI tools, such as the apparent bias of the Zionist regime that is a detriment of the Palestinian cause.

Students involved in the research worried that AI would reduce jobs in the media industry, with some believing that increased reliance on AI tools might lead journalists and editors to be replaced by machines. There was also concern about the impact of AI on ethical standards applicable in media institutions, such as validating sources and accurately conveying information. Students argued that excessive usage of AI might reduce journalistic quality and led to the dissemination of inaccurate or biased information, or might minimize human interaction on media content, which in turn affects human stories or personal analyzes that require a deep understanding of social and cultural dimensions. Students feared that AI might endanger personal and private data, especially when used for large-scale data collection and analysis.

5) The extent to which media institutions can use AI ethically:

In-depth interview concluded that media institutions could use AI ethically by holding training sessions to identify the difference between fake and true news, thereby preventing the trading of fake news through their platforms. Media institutions could also enlist elite AI

14

experts to prevent unethical practices, rely on AI-detecting software, and develop strict policies to prevent content falsification.

The responding students emphasized that institutions should be committed to protecting user privacy and personal data and formulate strict policies for data collection and processing using AI, with guarantees that such data will not be used for unethical purposes. Media institutions should also seek to use AI in ways that reduce bias in choosing or delivering news.

Meanwhile, students argued that AI could be a powerful tool for detecting false news. From a student's perspective, media institutions can leverage AI technologies to validate news and information, thereby contributing to media credibility. Students believed AI should complement, not replace, human effort, so that editorial and creative decisions remain under the control of journalists and editors, while using AI as a tool to help improve efficiency and productivity.

The respondents proposed that media institutions provide training for journalists on how to use AI ethically, to ensure that they have the skills to understand and apply technology responsibly.

6) Research sample suggestions for improving their education and training when using AI in media content.

The in-depth interviews provided some suggestions for improving education and training of students when using AI in the media field. These suggestions included that universities provide paid AI tools that professors and lecturers could use to train students on, and that curricula and lectures should include adequate explanations and training on AI tools, as well as the preparation of complete scientific material specializing in AI techniques.

The study sample also proposed conducting awareness campaigns for faculty staff on AI tools, to allow students to use these tools to perform their assignments, as some professors reject the idea of using AI tools by students.

In addition, the student of the sample suggested that summer training could help students improve the efficiency of their use of AI Apps, that universities provide subsidized courses for low-income students, and that training be provided at media institutions that depend on AI.

Conclusions:

A) Research plans to address media students' tendency toward using AI and technology in education, in an effort to bridge the gap by studying the opportunities and limitations posed by AI from the perspective of media students, to boost the learning process, as a whole. The research concluded the following:

- The majority of the research sample confirmed that they participated in AI courses, and the results indicated that most participants considered their knowledge of AI tools to be moderate to good, and highly beneficial, consistent with the study of (Nipun et a., 2023), (Adwan et al., 2023) and (Semenov et al., 2022).

- Current research showed that AI tools are highly useful, and the research sample assured that these tools provide them with diverse knowledge, facilitating tasks and study assignments. Research results also indicated that most participants considered that their knowledge of AI are moderate to good, consistent with (Semenov et al., 2022) that highlights the usefulness and importance of AI in establishing accurate and specialized marketing campaigns.

- The study sample stated that the most notable benefits of using AI were time savings, cognitive enrichment and quick and accurate access to information, consistent with (Slimi., 2023), (Adwan et al., 2023) and (Semenov et al., 2022).

- The research concluded that most of the research sample expressed concern about job disappearances as a result of the growing usage of AI to perform certain functions in the media field. Nevertheless, they argued that AI should only help, rather than completely replace those who are working in the media industry; this is consistent with (Wang et al., 2023) and (Han et al., 2023). The two studies noted students' concerns about the effects of AI, as well as potential disorders that could occur to students as a result of the use of AI; this is also consistent with (Naqvi et al., 2023), which revealed apprehensions about alumni's changing responsibilities, which required increased business experience to keep pace with new developments in modern days.

- The majority of the research sample believed that AI could affect journalistic ethics through publishing false news and images. Research results also suggest that students could use AI tools when performing their assignments, including summarizing topics, montage, image-making, and voice over.

- The research demonstrated a set of diverse challenges that limit the integration of AI into the media industry, due to the fact that AI tools are expensive and not free, which is consistent with (Nipun et a., 2023). The results of the research highlighted the inability to fully control the output of AI tools, as well as the inability of AI to evolve to a fully reliable level.

- The research results argued that media institutions may use AI ethically by holding training sessions to identify the difference between fake and real news, which contributes to preventing the publishing of fake news through their platforms; this is consistent with (Lopezosa et al., 2023) that emphasized that institutions should act ethically when employing AI tools.

- Research results stated that media students could use AI tools in study and practical tasks to summarize topics, through employing various apps such as GBT Chat, Copilot, Hegyn, to make full AI-newsletters, Poe, and Gemeni; students could also employ AI-image generators tools such as Leonardo, Midjourney, and Canva and Deep fake, as well as they could use Eleven lab to make voice over, and DID to make videos. These results are consistent with those were concluded by (Adwan et al., 2023), as the use of AI tools and applications in the media field could create new media content.

- The research sample suggested that public unacceptability of AI technology could be a barrier to the integration of AI tools into the media industry. The participants also indicated that AI tools are difficult to handle, which is a challenge for media makers. The study (Nipun et a., 2023) agreed with the current research results in terms of a number of

barriers and challenges to the use of AI, noting that there are a number of limitations on the use of AI tools that necessitate the adoption of measures to overcome these limitations.

- The study proposals varied concerning for improving the education and training of students in the use of AI in the media varied. Universities provided paid AI tools for student training, professors were given AI assignments that AI could help with, and AI was included in the curricula of lectures, consistent with Lopezosa et al., 2023, which pointed to the importance of training media students in AI, as well as Slimi, 2023, which revealed the need for higher education institutions to integrate AI widely into their institutions in order to prepare graduates for the labor market.

- The research's proposal varied, especially in terms of improving students' training on using AI tools in the media field. These proposals include the provision of paid AI tools by universities to train students, so that they could perform assignments using these tools, and the inclusion of AI in the curriculum and lectures; this is consistent with (Lopezosa et al., 2023) that points to the importance of training media students on AI. The study is also consistent with (Slimi., 2023) which revealed the need for higher education institutions to integrate AI extensively in order to prepare graduates for the labor market.

B) Research recommendations:

The research recommends the following:

First: Academic Recommendations

1. Modernizing academic curriculam to incorporate artificial intelligence (AI) and digital technologies is essential. This will equip media students with the skills needed for both academic success and professional applications in their future careers.

2. Universities should invest in advanced technological laboratories to provide students with hands-on experience in utilizing cutting-edge tools effectively.

3. Regularly conducting workshops and training sessions for both students and faculty members is vital to ensure effective use of AI tools in education and media practices.

Second: Recommendations for Media Institutions

1. Media platforms can play a pivotal role in showcasing the innovative projects and accomplishments of media students who use AI tools, inspiring others and encouraging the adoption of such technologies.

2. Establishing collaborations between media organizations and universities can provide students with practical training opportunities that focus on the application of modern technologies in real-world scenarios.

3. Media institutions should launch competitions for media students to create content using AI tools. Such initiatives foster creativity and provide students with an opportunity to explore the practical applications of these technologies.

Third: Recommendations for Technical Institutions

1. Developing digital platforms powered by AI can offer students engaging and interactive learning experiences, enabling them to explore and apply their knowledge in innovative ways.

2. Ensuring the smooth operation of educational technology systems by providing ongoing technical support to schools and universities is crucial for maintaining efficiency and reliability.

3. Collaborating with academic institutions to conduct research on AI applications in education and media will drive innovation and lead to valuable insights for both sectors.

Proposed future studies:

- Ethical issues related to the using and addressing of AI in media.

- Impact of AI on creativity in the media industry.

- Evaluation of the effectiveness of AI techniques in combating fake news.

- Impact of AI on audience interaction with media content.

- Ethical challenges of using AI in media from a student's perspective.

- Use of AI in media data analysis as an exploratory study of media student experience.

- Impact of augmented reality and AI applications on improving the quality of media education.

- Challenges facing students when integrating AI into a media learning environment.

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