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Media Industry and Media Production: the Educational Community's Response to the Challenges of Artificial Intelligence

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Abstract

This article examines the educational community's response to the challenges posed by the rapid development of artificial intelligence (AI). The authors identify four key aspects of the education system's necessary response: active adaptation and integration; balanced and meaningful application; affirmation of humanistic values; and participation in the formation of ethical norms. The paper also emphasises the crucial role of media literacy education in equipping students with the competencies to critically evaluate AI-generated content and to use AI tools responsibly. The authors argue that society's future attitude toward this technology depends on education's ability to adequately assess and wisely apply AI. Preserving human agency and independent thinking in the face of irreversible technological progress is declared a key task. The empirical basis of the study was curricula for the use of AI in training personnel for the information sphere. The results of the study showed that the introduction of generative neural networks and immersive technologies affects the fundamental foundations of media production. Under the influence of technology, significant transformations have occurred in media practices, requiring personalized training for information workers using intelligent learning systems.

Keywords: education, higher education, media technologies, machine communication, communication, media communication, journalism, artificial intelligence, media literacy, media literacy education.

1. Introduction

The relevance of this research is explained by the unprecedented growth in the use of artificial intelligence in the creation of informational products and the significant transformations in journalism under the influence of technology. Scenarios for reforming and representing the image of the digital future are inconceivable without mass media, which construct reality (Algaliyeva, Shalkarbek, 2024; Gálik et al., 2024; Gálik, 2019; Shafir, Tatarsky, 2025; Shilina, 2023; Shilina, 2024; Tinák, Gálik, 2026; Volcic et al., 2023; Volodenkov, Konson, 2023).

The rapid development of artificial intelligence (AI) technologies is driven by numerous factors, including human curiosity, the desire to increase productivity, the capitalist pursuit of profit (Volcic, 2023), and technological competition between states. The rapid penetration of AI into all spheres of human activity undoubtedly presents serious challenges for education (Zhang, 2025) in achieving educational equality and increasing efficiency in the educational process. The problem is multifaceted, hence the diversity of aspects in its discussion: the use of AI in higher education in general (Adiguzel et al., 2023; Johnston et al., 2024; Owa et al., 2023; Such, 2021;

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Toteva, 2023), in humanities education (Li, 2025; Rashid et al., 2024; Warschauer et al., 2023), and in business education (Wang, 2025).

Of particular interest to our research are review articles and special issues – collections of articles on AI applications in the information sphere (Akinfiev, Bodrunova, 2025; Pavlik, 2023).

In the work of media expert A. Gradyushko, the results of surveys of 260 students from BSU and Yanka Kupala State University of Grodno are presented, according to which 59 % use 2–3 AI tools, selecting them depending on the specific task. The most frequently mentioned tool by respondents was ChatGPT – 82.7 % of the total number of respondents. It is followed by DeepSeek – 41.9 %, Midjourney – 28.5 %, Copilot – 25.8 %, and YandexGPT – 12.3 %. Thus, universal language models and multimodal platforms predominate among students. Important is the students' understanding of the boundaries of AI application in the educational process. 88.5 % of students believe that training in the use of neural networks should be included in the educational process: 45 % advocate a mandatory format, 43.5 % – an elective one (Gradyushko, 2026). Other studies also show a clear demand for systematic training in working with AI (Buyakova et al., 2024; Rubtsova, 2024).

A large number of articles are devoted to the use of ChatGPT in the broad context of media, information, and digital literacy. The scholarly discourse raises ethical, pedagogical, and cultural implications of generative AI in higher education. The importance of such tools as an aid for technical writing is emphasized, along with a warning against over-reliance on AI and the loss of individual style in media products.

In recent years, studies have emerged that compare key directions in international AI research with the Russian research context. The problems of artificial intelligence are being intensively studied in various countries.

With the technical development of the digital environment, the question of the human essence, defined by the capacity for independent thinking and the presence of a humanistic spirit, becomes increasingly acute. While the development of AI has significantly enhanced the efficiency of educational and production processes, abandoning the inherent humanistic principle is unacceptable. AI relies on machine algorithms in a process conditionally termed "thinking." However, can such "thinking" be considered independent? The answer to this question may vary depending on one's point of view.

The rapid, particularly breakneck, evolution of artificial intelligence (AI) technology may harbor unforeseeable risks. Concurrently with the advancement of AI, technologies like brain-computer interfaces are also developing at a staggering pace. Consequently, the future convergence of AI with technologies such as brain-computer interfaces could potentially blur, or even fundamentally alter, human biological makeup. Prior to the launch of ChatGPT, Hehui wrote and published a science fiction novel titled *Invasion of the Unknown*. Through literature, this novel explores an extreme potential state of human biology under conditions of unchecked AI advancement. This work of science fiction reflects the author's profound apprehension regarding the consequences of extreme AI development, even as the author actively advocate for its positive application (He, 2022).

What distinguishes humans from animals? Leibniz once argued that "animals act purely empirically, guided only by examples, for, as far as we can judge, animals are absolutely incapable of formulating necessary propositions, whereas man is capable of demonstrative science. This is precisely why the associative function possessed by animals is something inferior to the reason inherent in man" (Leibniz, 2017).

Today, we might add that AI technologies allow machines to use existing knowledge (including demonstrative science) for associations and reasoning, potentially surpassing the human mind. Nevertheless, the key question is not AI's relative position on a scale of intellectual development, but its inability, unlike a human being as an independent personality, to rely on its own unique thinking and respond to constant changes – even if those reactions are erroneous. In other words, AI's associative and deductive thinking, based on algorithms, lacks uniqueness and individuality. Based on the existing definition of the term "human," AI cannot be equated with human intelligence.

The strategic direction for the future application of AI technologies lies in realizing the concept of human-machine cooperation, not in completely replacing human labor. In the process of carrying out activities within the framework of human-machine cooperation, people must and are obliged to preserve their inherent humanistic spirit. Otherwise, humanity will lose its agency,

the individual will lose their independence and individuality as a person, and become an appendage of the machine. In a recent report from Anthropic, forecasts regarding labor productivity in the USA were adjusted. Taking into account potential AI errors and failures, Anthropic predicts that AI will contribute to productivity growth of 1.0–1.2 % annually over the next decade. If the forecast proves correct, US productivity growth rates would return to the level of the internet boom period of the late 1990s. This forecast is based on the capabilities of models from November 2025. With the release of Claude Opus 4.5 and the strengthening trend where users are moving from trying to offload all work to AI towards more effective cooperation – which is gradually becoming the dominant behavior model – this indicator has enormous growth potential (Anthropic, 2026).

Anthropic's research also confirms that the paradigm for human-AI coexistence should be oriented toward human-machine cooperation, not the complete replacement of humans by AI. The educational community must clearly formulate and advocate the idea that it is the human, not the machine, who is the subject of the creation and transmission of human civilization. It is the human who created human civilization as the subject. AI, which emerged at a certain stage in human history, is also a part of civilization created by humans. Educators, as bearers of an epochal responsibility and mission to transmit culture and human civilization, must consistently emphasize to students the enduring significance of the humanistic spirit.

2. Materials and methods

The research methods employed are discourse analysis and critical analysis of scientific discourse. The research methodology is interdisciplinary due to the complexity and multi-faceted nature of the phenomenon of AI's image in the digital future. The research methodology does not involve experiments or the use of quantitative data. A critical review of the scientific literature is correlated with existing practices of AI implementation in journalism, public relations, and advertising (Barsan, 2023; Toteva, 2023) and with educational curricula.

3. Discussion

A critical analysis of the scientific literature revealed the following:

*First, the integration of AI into education requires not only technological adaptation but also a pedagogical rethinking of media literacy***.** Recent scholarship emphasises that media literacy education must evolve to address the challenges posed by generative AI. Mensonides et al. (Mensonides et al, 2024) provide a practical tool for assessing student competencies. Liao, Rodwell, and Porter (Liao et al., 2024) explored media framing of AI romantic relationships, highlighting how public discourse shapes perceptions and the need for media literacy to counter misleading narratives. Together, these studies underscore that media literacy education is not merely about tool usage but about fostering critical thinking, ethical awareness, and social responsibility in the AI era.

Second, education must actively adapt to the trend of the rapid development of AI technologies, rather than passively resist. On a conceptual level, it is necessary to actively embrace it, rather than passively resist it. AI technologies have made significant progress in a short period, exerting a broad and deep influence. The rapid development of AI itself is a consequence of its active application in various fields, especially in the information sphere. Modern education cannot remain aloof from this influence. The educational concept determines approaches and methods of teaching. In the field of education, despite the doubts and resistance of some educators, the influence of AI technologies is an objective trend. Only by actively accepting, learning about, and studying AI can educators subsequently successfully apply and manage these technologies. Rejecting AI due to a negative attitude will lead to education becoming disconnected from modern technologies and societal needs, rendering graduates non-competitive. The integration of AI into education can be realized in various aspects, including learning content, teaching methods, the educational process, and the management of educational activities. The sequence of implementation depends on the educational infrastructure, concepts, and traditions of specific countries and universities. However, regardless of the sequence, the trend of using AI to empower education is inevitable. For example, the Key Laboratory of Artificial Intelligence and Human Language at Beijing Foreign Studies University actively conducts research in AI-based language teaching, multilingual corpora, natural language processing, and enhancing intellectual capabilities

in foreign language learning. Since 2020, Beijing Language and Culture University has been implementing a large-scale project, "Smart Education of International Chinese".

Artificial intelligence, particularly large language models, can significantly enhance the efficiency of learning and work processes. It is commonly believed that AI is effective in performing routine tasks; however, its capabilities are limited in areas requiring deep expert knowledge. However, recent research demonstrates a different perspective. According to data from Anthropic dated January 15, 2026, the "acceleration" provided by AI increases proportionally to the complexity of the task. The report shows that for tasks requiring high school-level knowledge, Claude increases completion speed by 9 times; when the complexity rises to the university education level, the "acceleration" factor increases to 12 times (Anthropic, 2026). The application of AI in humanities fields such as media education and linguistics demonstrates particularly noticeable results, as the vast and constantly expanding humanities corpora on the internet provide rich material for analysis and processing. The spread of AI technologies also contributes to educational equity, experience sharing, and cooperation in the field of education.

The authors of the articles are convinced that educators should guide students towards the reasonable use of AI technologies. Students raised in the digital age quickly master new tools; however, the misuse of AI can negatively affect the development of critical thinking and lead to excessive dependence on technology. For example, excessive use of large language models in writing academic papers can lead to a large amount of pseudo-scientific information due to AI "hallucinations." This problem requires attention from both teachers and students.

Third, in the era of the pervasive implementation of AI technologies, the educational community must consistently emphasize the fundamental value of the human personality and the humanistic imperative. Since AI encodes and processes existing knowledge, and training data is largely oriented toward the probabilistic distribution of word sequences rather than logical connections (Li, 2025), it is incapable of conveying subjective experience, individual emotions, or creating outstanding works based solely on its own algorithms. In arts education, AI also cannot replace the human factor. As researchers note, "the ultimate goal of art education is not simply to teach students certain skills or impart certain knowledge, but to shape value orientations. Value orientations generate moral enthusiasm, allowing revolutionaries to enter a state of 'flow,' forgetting themselves, and allowing people to transition from the utilitarian to the aesthetic, from training to freedom. In this sense, the true goal of teaching in art education is to teach students to 'forget themselves,' and simultaneously through art to 'recreate themselves,' undertaking a self-revolution. This kind of training is something that AI cannot replace in the foreseeable future" (Qiu, 2026).

Forth, the educational community must play an active role in shaping the ethical landscape of AI use, participating in the discussion and development of relevant norms and rules. The widespread penetration of AI technologies into all spheres of human activity, from production to daily life, creates unprecedented ethical and institutional challenges. Despite the fact that progress in AI contributes to increasing productivity, it also generates ethical dilemmas and questions of institutional design that, if not resolved effectively, could entail long-term negative consequences for society. This is evidenced, in particular, by the "AI Index 2025" report published by the Stanford Institute for Human-Centered AI, which shows an increase in the number of AI safety incidents, including ethical violations, by 56.4 % in 2024 compared to the previous year (Stanford, 2026). In response to the challenges related to AI governance, the Chinese government has taken a number of measures. In April 2025, the Cyberspace Administration of China (CAC) initiated a special campaign, *Clean Net – Combating the Abuse of AI Technologies* (CAC, 2025), which received active support from leading internet platforms such as Tencent, Douyin, Weibo, and Kuaishou. Furthermore, on March 7, 2025, the CAC issued a Notice on issuing the "Measures for Labeling of Artificial Intelligence Generated Synthetic Content." This regulatory act establishes clear rules for labeling content created using AI, representing a significant step forward in regulating AI content in China. These measures aim to increase the media literacy of the population, especially vulnerable groups such as the elderly and children, who may have difficulty distinguishing media content.

International research further supports the need for a multi-faceted educational response. Vraga and Tully (Vraga, Tully, 2021) demonstrated that news literacy can reduce susceptibility to misinformation, a finding directly applicable to AI-generated content. Walter (Walter, 2024) argued that AI literacy, prompt engineering, and critical thinking should be core components of

modern curricula. Luckin and Cukurova (Luckin, Cukurova, 2019) proposed the design of personalised media literacy tutors powered by AI, emphasising the importance of human-centred design. Adiguzel, Kaya and Cansu (Adiguzel et al., 2023) explored the transformative potential of ChatGPT in education, while Johnston et al. (Johnston et al., 2024) provided student perspectives on generative AI, highlighting both benefits and concerns. Warschauer et al. (Warschauer et al., 2023) examined the affordances and contradictions of AI-generated text for second-language writers, stressing the need for pedagogical support. Rashid et al. (Rashid et al., 2024) and Wang (Wang, 2025) investigated AI in academic writing and business education, respectively. Collectively, these studies confirm that media literacy education must be re-conceptualised to address AI's challenges, focusing not only on technical skills but also on critical evaluation, ethical reasoning, and the preservation of human agency.

Of interest to our study are review articles and special issues – collections of articles on the application of AI in the information sphere (Akinfiev, Bodrunova, 2025; Wang, 2025).

There is a burgeoning growth of research devoted to the use of artificial intelligence in the media industry, media production, and media education; questions are being raised about the integration of artificial intelligence into the processes of creating media content.

A critical review of the scientific literature on this topic showed that AI is used in the training of various information sector specialists – marketers, managers, PR specialists, journalists, and bloggers (Bombin, 2025). For example, the article by K. Vinogradova and G. Melnik characterizes the software used in editorial work; assesses its capabilities for creating immersive experiences; discusses its potential as a tool for overcoming crisis phenomena in journalism; conceptualizes terms such as "generative journalism," "automated journalism," and "algorithmic journalism"; and notes the importance of distinguishing between these types of journalism (Vinogradova, Melnik, 2025).

Most scientific works demonstrate increased audience engagement, improved user experience, and increased revenue for media platforms when using AI (Algaliyeva, Shalkarbek, 2024). The parameters of processing, creating, and distributing media information using AI technologies are discussed. In her articles, researcher M.G. Shilina notes that "the effects and effectiveness of communication directly depend on the effectiveness of interaction and communication among all actor-participants in the process, including the participation of algorithms" (Shilina, 2024: 71). Media experts qualify the situation as a competency digital divide, which requires a significant restructuring of media education. It is believed that proper training of neural networks, retraining, and the development of new professions will help media companies not only adapt but also become leaders in the era of digital transformation (Sergeev, 2025; Shilina, 2020).

Articles devoted to AI and fact-checking are also highly relevant. On the one hand, targeting accuracy and response speed increase; on the other hand, the risks of disinformation spread increase. The task is to balance the technical capabilities of AI agents with maintaining trust and transparency" (Singh, 2025). Media experts call this a trend in the modern media industry (Shafir, Tatarsky, 2025). The topic of using AI in media production, the media industry, and media education includes many aspects. However, the key processes remain the formation of hybrid models of human-AI interaction (Bodrunova, Nigmatullina, 2025).

We agree with researcher A.Y. Bombin that today, "the integration of individual tools and AI in general into education is not just a technological trend, but a strategic direction that is changing approaches to specialist training. Understanding the advantages and limitations of these technologies, as well as their conscious use, will allow us to form professionals ready for the challenges and opportunities of the modern digital economy" (Bombin et al., 2024: 28). AI is no longer seen merely as an assistant, but as a full-fledged player in the media world, capable of radically changing the rules of the game (Shilina, 2020: 72) – from an individual assistant to corporate work processes.

4. Results

The study of the scientific discourse on artificial intelligence (AI) showed that in most works, the authors note its advantages in creating media content.

Advantages of Using AI

– Adaptation to the market;
– Cost reduction, acceleration of content production and its personalization;
– Acceleration of creative processes (including the ability to find creative visual solutions);
– Influence on audience behavior;

– Human-centeredness, focus on social effects (Shilina, 2024);
– Consideration of country-specific language and national context;
– Creation of highly interactive learning models;
– Uniform standards in media production preparation;
– Possibility to divide team tasks among agents (Nguyen et al., 2025) (planner, step definer, data extractor, and responder);
– Systematization of communication work.

Kazakhstani media experts believe that artificial intelligence in the information world will help search for duplicates, content authors, and fake news; launch chatbots; create auto-subtitles, translations for videos, and much more (Adiguzel et al., 2023).

A study by Moscow authors examined the applied possibilities of the MAS+RAG synergy for scenario modeling and proposed a theoretical architecture for a virtual PR consultant. This is important because the scientific community is systematically striving to teach autonomous agents "to solve tasks at all levels – from an individual assistant to corporate work processes." The meaning of RAG is to perform a search before generating an answer and insert information found from reliable sources into the model's prompt. The authors propose using corporate assistants on the Amazon Bedrock platform, where the entire procedure is built on the "search + GPT" scheme (Evstafiev et al., 2025).

At the same time, media experts cannot remain silent about the risks, disadvantages, and limitations in applying AI. A number of articles are devoted to the analysis of the digitalization of traditional processes of socio-political communication in the context of the development of AI and neural network technologies, and to identifying the risks, threats, and challenges it poses to these processes (Evstafiev et al., 2025).

– Low level of professional narratives, low correlation of communication goals and values in interaction with target audiences (Shilina, 2023);
– Digital divide in the interaction of actors in mass communication and in the creation of narratives (Shilina, 2020: 70-71);
–Vulnerability to failures, cyberattacks, and algorithmic bias (Shafir, Tatarsky, 2025);
– Distortion of context in the processing of material;
– Stylistic unification of media texts;
– Illusion of shared reasoning or dialogue, when the information consumer interacts not with a source of knowledge, but with an interface that organizes dialogue within predictable linguistic frameworks (Bottazzi Grifoni, Ferrario, 2025);
– Ethical dilemmas, open question of who is responsible for the content;
– Difficulty in implementing competencies; a journalist must "combine the roles of operator, editor, and author, which requires new skills in cognitive management" (Bodrunova, Nigmatullina, 2025).
– Increasing complexity of work modes (Sergeev, 2025).

Some studies show that LLMs impact meaning-making and reasoning styles. Scholars draw attention to the fact that the gap between text and authentic human thinking persists. As, and Guglielmo, O'Loughlin and Snowball (Guglielmo et al., 2026) argue, human – GenAI interactions function as recursive circuits of meaning-making, giving rise to emergent hybrid subjectivities on a spectrum from diminished human agency to augmented democratic agency. This perspective highlights how discourse acquires hybrid forms that blur the boundaries between human and machine-generated language.

During the research, we examined university curricula that include the direction of using neural networks in educating specialists for the information sphere. Within the discipline "Digital Communications" at the Higher School of Economics (HSE), for example, text generators are studied that help solve real-world professional problems, and skills and competencies demanded in the labor market are developed. HSE has developed a prompting guide and a special policy on the use of generative AI, ensuring the ethical and effective application of technologies in the educational process. Teachers developed the course "Artificial Intelligence in the Media Industry and Media Studies" (Hse.ru, 2025). Research by N. Rubtsova to identify the awareness of students in the "Journalism" field about neural networks and their practical application skills showed students' readiness to use neural networks in their future professional activities (Rubtsova, 2024).

At St. Petersburg State University, the main master's program "Artificial Intelligence in Journalism and Media Communications" (with an additional qualification "Mass Media Editor") is

being implemented, focusing on professional skills in the production, implementation, and production of media products using AI and big data technologies. Students will master not only AI technologies in media production, data journalism, project analytics, PR, and advertising but also specialized modules related to editorial activities: managing content strategies, editing multimedia materials, digital media ethics, audience engagement, and media product optimization. The program allows students to integrate AI technologies into the creation and evaluation of media products, as well as to develop editorial skills. Educational projects include the development of AI tools for content automation, big data analysis for trend forecasting, and workshops on editing and adapting media materials for digital platforms (spbu.ru, 2025).

Moscow State University has announced the launch of a similar new master's program, explaining this by the need "to shape the future of the media industry, in which artificial intelligence becomes an integral part of professional activity" with the program "Artificial Intelligence and Big Data in Media Communications" (Vyrcovskiy, 2025). The program aims to train specialists capable of working with generative neural networks and applying them to create media content, analyze audiences, and develop marketing strategies (Ievlev, 2026). Similar programs began to be launched one after another in other federal and regional universities in Russia.

A comparative analysis of typical cases of AI application in education is presented in a fundamental article by Zhang Linqi, which reveals both successful experiences and possible risks (Zhang, 2025). Acquaintance with numerous sources indicates the demand in the information market for new professions (Liu et al., 2024; Owa et al., 2023; Rashid et al., 2024). A collective article by V.A. Evstafiev, M.A. Tyukov, and R.R. Khismetova provides a full description of the functions of various AI agents. Monitoring Agent – continuously collects data from external sources for subsequent analysis; Analyst Agent – processes the collected data and turns it into insights; Content Generator Agent – based on insights from the analyst, forms drafts of communication materials; Validator Agent – checks the quality and reliability of the generated content; Coordinator Agent – receives external requests (and breaks them down into tasks for the other agents) (Evstafiev et al., 2025). The most useful for journalism practice are articles describing AI tools and programs, although the emphasis is mainly on Western sources (IEEE, arXiv, Gartner, IBM, PRSA, etc.), as they respond most quickly to the emergence of new technologies (Adiguzel et al., 2023; Bibi, Atta, 2024; Qiu, 2026).

In scientific discourse, extremely important problems are increasingly being raised concerning the perception of media texts, their correct understanding, and the transformation of language and meaning-making in the communicative environment under the influence of large language models. Recent research has examined how LLMs affect meaning-making and reasoning styles. As Beato (Beato, 2025) argues, LLM generativity remains at the level of surface structures, creating a "generative illusion," while semantic depth, narrative transformation, and cultural resonance remain uniquely human domains. Attention is drawn to the characteristics of the hybrid form of discourse arising at the intersection of human thought and machine text generation.

In recent years, works have appeared that compare the key directions of international AI research with the Russian research context.

In both Russia and China, practice-oriented curricula are being predominantly implemented, and educational priorities in theory and media practice are being established (Cao, 2022; Geng, 2025; Guo, 2020; Yang, 2022). However, this direction does not negate the need to teach students critical thinking, their awareness of the journalist's social mission, as well as the comprehension of cultural heritage and the preservation of collective memory in contemporary society.

5. Conclusion

The sphere of education, being one of the areas influenced by AI technologies, requires the active participation of educators in discussions and the development of ethical norms and rules for AI use. Teachers and researchers, drawing on their pedagogical experience, should provide regulatory bodies with recommendations for creating data protection mechanisms, preventing the risks of technological dependence, and standardizing ethical principles for AI, thereby contributing to institutional building in this area.

Universities need to create a conceptual model for training media specialists and develop a set of competencies that includes the technical, analytical, ethical, and communication skills of future information sector workers.

Artificial intelligence, being one of humanity's most significant inventions, has an inevitable and irreversible impact on its future. The educational community's ability to adequately assess and

wisely apply AI in the educational process will determine the attitude of current and future generations towards this technology and, as a result, will have a substantial impact on the fate of humanity. Regardless of the trajectory of AI's development, humanity must strive to preserve and protect its own agency and capacity for independent thinking as key attributes of individuality. However, despite optimistic forecasts, a legitimate question arises: will humanity be able to successfully cope with this task?

Under the influence of technology, significant transformations have occurred in media practice, necessitating personalized training for information sector workers using intelligent learning systems. However, the gap between the demands of the information market for young professionals and their readiness to meet these demands and challenges is only widening, making it an urgent necessity to optimize training programs and increase the professionalism of university teachers and trainers, and for them to master skills in using AI in media education and media production. However, it is important to understand that AI, while being used in the implementation of the basic functions of journalism, requires not only the development of a set of legal, administrative, and other measures but also the correction of the hyper-technologism attitudes characteristic of many modern media actors (Fotieva, 2025).

Universities are adjusting their curricula in digital technologies, teaching students to use neural networks for applied purposes, and developing special AI tools. However, the demands of the media industry and media production are not yet being fully met, as there is a problem in training the teaching staff themselves.

In conclusion, we emphasise that media literacy education must be at the core of this transformation, as demonstrated by the works works of Tsang (Tsang, 2025), Stewart and Rodgers (Stewart, Rodgers, 2025), Ng et al. (Ng et al., 2024). The educational community has a unique opportunity to shape a future where AI serves human values rather than undermining them. This requires not only updating curricula but also fostering a culture of lifelong learning, critical reflection, and humanistic responsibility among educators and students alike.

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