

## Research on the Application Model of Artificial Intelligence in Media-Related Courses at Private Universities

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**Abstract:** The rapid development of artificial intelligence technology is profoundly reshaping the media industry ecosystem and posing new challenges and requirements for talent cultivation in university media programs. As an important base for training application-oriented media professionals, private universities demonstrate unique practical vitality in exploring the integration of AI with media-related courses, while also facing multiple real-world constraints such as resources, faculty capacity, and institutional mechanisms. This study reviews the practical achievements of domestic private universities in applying AI to media-related courses, revealing prominent issues including superficial integration of technology and curriculum, weak AI literacy among teachers, insufficient adaptability of teaching resources, weakened student innovation capabilities, and incomplete long-term support and evaluation systems. On this basis, the study constructs a five-dimensional framework for AI application models: "conceptual guidance, resource foundation, capability building, practice feedback, and mechanism guarantee". The aim is to provide an operational theoretical reference and practical pathway for the systematic reform of media-related courses in private universities, thereby offering strong support for cultivating application-oriented talents that meet the demands of the intelligent media industry.

**Keywords:** Artificial Intelligence; Private Universities; Media-Related Courses; Application Model; Teaching Reform

### 1. Introduction

In 2025, at the national level, emphasis has been placed on the deep integration of artificial intelligence with education. Guided by the Outline for Building a Strong Education System

(2024–2035), a series of policy documents have been issued through multi-departmental collaboration. These policies cover all educational stages and balance technological application with ethical regulation, making AI a core driver of reform in higher education teaching and learning. Private universities serve as a critical base for cultivating application-oriented and skilled professionals. Their media-related programs are particularly defined by a focus on practical application and vocational training. However, in actual teaching practice, there are marked differences between private universities and both key public institutions and other public universities in terms of students' prior knowledge, learning abilities, career planning, and available teaching resources.

As a key lever for upgrading and improving media-related courses in private universities, AI aligns well with their employment-oriented, practice-based educational mission. By leveraging low-cost, general-purpose tools, AI can compensate for resource limitations, empower core teaching activities—such as information gathering, copywriting, and video production—and enable human-machine collaborative practice and personalized instruction. This approach enhances students' dual competencies in media operations and AI applications, making course delivery more closely aligned with the skill requirements of positions in the intelligent media industry. Through online data retrieval and sample surveys, the author found that AI has already been applied across multiple teaching stages in media-related courses at public universities, where preliminary achievements have begun to emerge.

### 2. Achievements in the Application of Artificial Intelligence in Media-Related Courses at Private Universities

The deep integration of artificial intelligence technology with media-related courses in private

universities has emerged as a core strategy for overcoming teaching resource bottlenecks, aligning with the digital and intelligent development trends of the media industry, and cultivating application-oriented media professionals. Leveraging their unique institutional characteristics and the specialized nature of media curricula, multiple private universities across China have comprehensively incorporated AI technologies into teaching, practical training, and outcome transformation. This has resulted in a series of replicable and scalable teaching reform outcomes. These initiatives have not only enhanced both the quality and efficiency of course instruction but have also achieved remarkable results in fostering students' professional competencies, innovating teaching models, and improving industry relevance. Some of these achievements have gained recognition from provincial education authorities and have been designated as exemplary cases within the industry, demonstrating the practical value of AI in empowering high-quality development in media education at private universities.

### **2.1 Teaching Model Innovation Achieves Remarkable Results and Establishes a Characteristic Intelligent Teaching System**

Guided by the pain points in practical teaching within media-related courses, private universities have leveraged AI technologies to reconstruct instructional workflows, breaking free from the constraints of traditional "standardized" teaching models. This has led to the development of distinctive intelligent teaching systems that are personalized, immersive, and closed-loop in nature—facilitating a shift from "experience-driven" to "data-driven" instruction, and from "teacher-centered" to "learner-centered" approaches.

At Chengdu Jincheng College, the Department of Broadcasting and Hosting Arts has pioneered an "AI + MOOC + SPOC" hybrid teaching model for the course *Improvisational Spoken Language for Hosts*. This model establishes a comprehensive intelligent teaching loop spanning pre-class, in-class, and post-class phases, effectively addressing common challenges in arts-based practical courses—such as slow resource updates, lack of visibility in the learning process, and subjective, delayed evaluations. The teaching team, spearheaded by instructors such as Liu Lingjuan, has utilized

AIGC and learning analytics to construct an integrated workflow encompassing "content generation, scenario interaction, intelligent assessment, and intelligent feedback." By simulating real-world practical scenarios through AI and employing multidimensional quantitative analysis for evaluation and personalized reporting, the model enables data-driven instruction centered on learner needs. This approach exemplifies a replicable and scalable paradigm, offering a "Jincheng Model" for the digital and intelligent transformation of arts-based practical courses [1].

### **2.2 Dual Enhancement of Teaching Efficiency and Quality Enables Efficient Utilization of Teaching Resources**

The integration of AI technology has significantly enhanced both the efficiency of teaching resource development and the effectiveness of classroom instruction in media-related courses at private universities. By utilizing low-cost, general-purpose AI tools to automate repetitive teaching tasks, faculty members are enabled to focus on core instructional components such as curriculum design and creative guidance. Simultaneously, this approach facilitates the rapid updating and precise delivery of teaching resources, effectively compensating for the inherent limitations of resource scarcity in private institutions.

At the School of Film and Art, Shenyang City University, AI technology has been deeply embedded into specialized course instruction, achieving a dual improvement in teaching efficiency and quality alongside the efficient utilization of resources. In the *Adobe After Effects* course, instructor Li Ye leveraged AI to assist in synthesizing time controls and generating code scripts to regulate layer motion. This enabled students to manage project timelines with high efficiency, allowing them to produce richer visual effects within equivalent timeframes and enhancing both the efficiency and potential of creative works. Furthermore, instructor Wu Xuexing integrated real-world projects with AI tools, guiding students to utilize multiple AI instruments to complete the entire design workflow. This allowed students to concentrate more intently on creative conception, resulting in significant enhancements in the professionalism and artistic expression of their works, while simultaneously mastering the

ability to apply AI with precision. Additionally, the implementation of course-specific AI agents has further optimized teaching efficiency and enriched resources, providing robust support for instruction and facilitating personalized learning pathways for both faculty and students [2].

### **2.3 Students' Professional Competence and Industry Adaptability are Enhanced, with Prominent Outcomes in Achievement Transformation**

Private universities, with an "employment orientation" at their core, have tightly integrated artificial intelligence technology with the skill requirements of media industry positions. By adopting an "AI + Practice" teaching model, they cultivate students' professional media capabilities and AI tool application skills, thereby achieving a dual enhancement of students' "specialized skills and digital literacy." Simultaneously, these institutions promote the transformation of course-based practical outcomes into areas such as social services, academic competitions, and industry productions, significantly boosting students' industry adaptability and employability.

Wuhan Media College has reshaped its media teaching and creation models through the integration of intelligent education. Students have leveraged AI technologies to complete digital stage designs such as *Everlasting Life* and science fiction media creations like *STELLA*. The Media Convergence Base Class has conducted AI-powered creative thinking training, while the Broadcasting and Hosting Arts program has integrated AI to develop the "Walking Ideological and Political Classroom," combining professional practice with cultural and tourism promotion to achieve the social value transformation of outcomes [3]. Sichuan Media College has collaborated deeply with ByteDance's JIMU AI, incorporating cutting-edge AIGC technologies and the Seedance video generation model into its teaching. This partnership has established an end-to-end ecosystem encompassing "teaching, creation, and competitions," promoting the routine application of AI tools in specialized fields such as intelligent imaging arts. The collaboration provides technical support for faculty and student creations, encourages participation in content co-creation projects, and organizes campus AIGC competitions. These efforts enable students to hone their creative skills in

alignment with the latest industry technological trends, achieving a precise match between professional competencies and industry demands. This approach significantly enhances students' employability and industry adaptability [4].

From the case studies above, it is evident that artificial intelligence is deeply empowering the development of media-related courses in private universities, serving as a key pathway for them to overcome resource constraints and adapt to the digital and intelligent transformation of the media industry. By leveraging their distinct disciplinary strengths, various institutions have produced diverse practical outcomes, highlighting the effectiveness of their teaching reforms and talent cultivation. Guided by the specific pain points in media practice teaching, these universities have used AI technology to restructure teaching processes, creating personalized, closed-loop intelligent teaching systems. This has driven a shift in teaching models toward data-driven, learner-centered approaches, with related achievements being recognized as provincial-level outstanding cases and forming industry benchmarks.

Meanwhile, the application of AI tools has significantly improved the efficiency of developing teaching resources and the effectiveness of classroom instruction. By automating repetitive teaching tasks, AI has effectively compensated for the limited resources available in private institutions. Furthermore, each university has closely aligned its programs with industry job requirements, adopting an "AI + practice" integration model to achieve a dual enhancement of students' professional skills and digital literacy. Through school-enterprise cooperation, competition platforms, and other initiatives, the transformation of practical outcomes has been promoted, markedly strengthening students' industry adaptability and employability.

### **3. Existing Problems in the Application of Artificial Intelligence in Media-Related Courses at Private Universities**

Although the application of artificial intelligence in media-related courses at private universities has achieved initial results, such practices are still largely concentrated in a small number of private institutions that possess superior educational resources and a strong sense of reform. A large-scale, widespread application trend has yet to take shape across the field of

media education in private higher education nationwide.

Based on existing practical achievements, the author designed two targeted survey instruments: the Survey on the Application of Artificial Intelligence in Media-related Courses by Teachers at Private Universities and the Survey on Students' Awareness and Use of Artificial Intelligence in Media-related Courses at Private Universities. These questionnaires were distributed and collected via the Wenjuanxing platform, yielding 55 valid responses from teachers and 312 from students. The survey findings indicate that, constrained by factors such as limited capital investment, insufficient technical reserves, and an imbalanced faculty structure, most private universities still face multiple challenges when applying AI technology in their media-related courses. These issues, to a certain extent, hinder the effectiveness and in-depth development of AI-enabled media education, and have become key bottlenecks that must be overcome for private universities to further advance the integration of "media + AI" in teaching.

### **3.1 The Integration of Technology and Courses is Superficial, with Insufficient Systematic Design in Application Links**

The application of artificial intelligence in media-related courses at private universities remains largely confined to isolated segments, such as "material collection, content generation, and basic production." In many instances, AI tools are merely adopted as auxiliary aids for these specific tasks, functioning as a simple overlay on traditional teaching workflows. This approach lacks deep integration with course objectives and professional training systems, resulting in a deficiency of systematic and holistic design regarding AI integration.

Concurrently, survey results from students reflect a cascading effect of this issue: approximately 64.7% of students indicated that their use of AI tools was primarily restricted to material gathering and preliminary production stages. In contrast, fewer than 20% reported experiencing AI-integrated teaching that covered the entire workflow—from planning and creation to post-production and evaluation. Furthermore, a lack of coherence and synergy exists between different courses regarding AI application. An integrated, cross-curricular AI application system—spanning "foundation

courses, core courses, and practical courses"—has yet to be established. Consequently, the synergistic enhancement of students' AI application capabilities and their professional media competencies is hindered, preventing the full realization of the empowering value of AI technology.

### **3.2 Weak Faculty AI Literacy and Insufficient Interdisciplinary Teaching Competence**

The author contends that the faculty's competence in applying artificial intelligence technologies and their interdisciplinary teaching literacy constitute the core determinants of the effectiveness of AI-media curriculum integration. However, the majority of faculty members in media programs at private universities come from traditional backgrounds in journalism, communication, art design, or broadcasting and hosting. While they possess solid professional teaching capabilities in media, their understanding and mastery of AI technology remain relatively limited. Most are only capable of operating basic AI tools and struggle to grasp the underlying logic of AI or keep pace with industry application trends. Consequently, they are unable to update supporting AI teaching materials, cases, and practical assignments in a timely manner, hindering deep integration design.

Survey data corroborates this reality: among the 55 valid faculty responses, nearly two-thirds reported that their understanding of AI technology was "limited to basic operations," while only about one-tenth had received systematic training in AI theories and applications. Furthermore, over 70% of faculty members expressed feelings of "inadequate competence" or "helplessness" when faced with the task of deeply integrating AI technology with course content. Simultaneously, there is a scarcity of interdisciplinary instructors who possess both media expertise and AI technical proficiency. This deficit makes it difficult for teachers to provide professional and precise guidance on students' AI application practices, nor can they keep abreast of iterative AI updates to incorporate them into classroom teaching. This ultimately leads to a disconnect between AI instructional content and the frontier applications of the media industry, compromising the quality and effectiveness of AI-integrated teaching.

### **3.3 Insufficient Adaptability of AI Teaching**

### **Resources Hinders Precision Application**

Private universities operate with limited funding, making it difficult to invest heavily in constructing professional AI teaching platforms for media or purchasing high-end intelligent training equipment. Consequently, they struggle to meet the actual demands of AI-integrated media instruction. An examination of the current landscape reveals that most media-related courses lack adapted AI teaching platforms; instead, instructors rely predominantly on free or low-cost, generic AI tools.

Survey data indicates that nearly 89% of faculty members reported that the university provided "no" or only "partial" access to specialized AI teaching platforms or intelligent training resources for media-related courses. At the student level, as many as 71.8% indicated that the AI tools used in their coursework were self-sourced generic software, with a notable absence of intelligent platform support tailored to professional requirements. While such tools lower the barrier to entry, their functional alignment with specific course objectives remains poor. Furthermore, the lack of a unified data management system results in fragmented student learning data, practical work records, and AI application logs, creating "data silos." This fragmentation prevents the utilization of data analytics for precise, targeted instruction.

### **3.4 Low Student AI Literacy Weakens Independent Creative Innovation**

Students in media majors at private universities commonly exhibit cognitive biases in AI tool applications and overdependence on these tools, which compromise core professional capabilities including autonomous creativity, expressive originality, and aesthetic judgment in media disciplines. Student survey data indicates that 56.4% of respondents perceive AI tools as "efficiency-boosting substitutes for creative production" rather than "auxiliary learning instruments for capability enhancement." In practical creative tasks, approximately 42.9% admit to "frequently" or "occasionally" directly adopting AI-generated textual content, images, or video materials without substantive modification. This reflects a problematic tendency among some students to treat AI tools as "creative replacements" rather than "capability development aids," leading to excessive reliance on AI for core creative processes including material generation,

copywriting, and content production. Such dependence results in deficits of independent thought and original ideation, manifesting in works characterized by severe homogenization that lack individuality and distinctive creative qualities. Moreover, many students restrict their AI engagement to basic operational skills, lacking the competency to evaluate, refine, or creatively reprocess AI outputs. This impairs their ability to synthesize AI tools with specialized disciplinary knowledge and personal creative conceptualization, thereby obstructing the realization of genuine human-AI collaborative creativity.

The study further identifies a notable gap in copyright awareness among some students regarding AI-generated content. Findings reveal that nearly 30% of students claim either "unclear understanding" or "complete indifference" toward intellectual property ownership and usage regulations of AI outputs. Consequently, these students directly appropriate AI-generated content in their practical work, violating fundamental principles of originality that underpin media production and breaching professional standards expected of practitioners.

### **3.5 Inadequate Long-Term Safeguards and Evaluation Systems Hinder Sustainable Implementation**

A robust institutional framework and scientific evaluation system are essential for the continuous and standardized application of AI technologies in media curricula. However, private universities currently face common challenges, including incomplete AI teaching safeguard mechanisms and underdeveloped evaluation systems. Regarding institutional safeguards, although some private institutions have issued guiding opinions on AI integration in classroom teaching, they often lack specific implementation details and supporting measures tailored to media-related courses. Systemic arrangements in faculty training, funding support, and teaching management are insufficient, resulting in a lack of sustainability and standardization in the promotion of AI-integrated instruction. Survey data shows that only about 10.9% of teachers report that their institutions have "clear AI application support policies or dedicated funding for media-related courses."

In terms of teaching evaluation, most private universities continue to rely on traditional

assessment models for media-related courses and have yet to establish scientific evaluation systems adapted to "media + AI" teaching. Over 80% of students indicate that their courses either "do not include" or they are "unclear about" evaluation metrics related to AI application capabilities. Consequently, the current evaluation systems fail to scientifically and quantitatively assess students' AI tool proficiency and human-AI collaborative creation abilities. Moreover, they also fall short in comprehensively evaluating students' media-related creative competencies and the standardized use of AI across multiple dimensions. As a result, evaluation outcomes do not fully reflect students' overall capabilities, nor can they effectively guide and provide feedback for teaching. This ultimately affects the continuous optimization and further deepening of AI-integrated instruction.

#### **4. Framework for Constructing an Application Model of Artificial Intelligence in Media-related Courses at Private Universities**

To address the challenges faced by private universities in leveraging AI for media education—including superficial integration, insufficient faculty digital literacy, inadequate resource adaptation, weakened student capabilities, and a lack of support mechanisms—an systematic and actionable application framework is urgently needed.

Grounded in the positioning of private universities as institutions focused on applied talent development, and oriented toward solving key teaching pain points, this framework integrates multidimensional elements such as technology, faculty, curriculum, and evaluation. It forms a closed-loop system comprising five interlinked dimensions: "Conceptual Guidance – Resource Foundation – Capacity Building – Practice Feedback – Mechanism Safeguard", aiming to drive deep integration between AI technologies and media education.

##### **4.1 Conceptual Guidance: Establishing the Pedagogical Goal of "Human-AI Collaboration and Value Co-Creation"**

The intelligent transformation of media-related courses in private universities begins with renewing teaching philosophies and clarifying the role of artificial intelligence in education. Therefore, it is essential to move beyond the narrow perception of AI as merely a "supporting

tool" or an "efficiency plug-in," and instead establish the core concept of "human-AI collaboration and value co-creation." This shift redefines teaching objectives from simple "tool application" to "intelligent collaboration" and "value leadership."

As Wang points out in her research, the impact of AIGC on news commentary is not merely an "upgrade of tools," but a fundamental restructuring of the underlying logic of opinion production. Its essence lies in breaking through the boundaries of traditional paradigms through intelligent collaboration, thereby driving the transformation of opinion production toward a "human-AI symbiotic" model [5]. This concept is equally applicable to media education in private universities. Course objectives should construct a triadic capability framework encompassing "technical literacy, critical thinking, and ethical awareness," with a focus on cultivating students' abilities to leverage AI tools for creative expression, in-depth analysis, and ethical judgment [6]. At the same time, it is essential to strengthen value guidance, helping students develop a dialectical perspective on the advantages and limitations of technology, and ensuring that technological applications serve the correct value orientation. As Zuo emphasizes, it is crucial to develop value judgments and reflective capabilities regarding AI and its underlying algorithmic systems, enabling them to play a positive role in complex public opinion environments [7].

##### **4.2 Resource Foundation: Building a Modular and Customized Intelligent Teaching Resource Pool**

To address the limitation of scarce teaching resources in private universities, it is essential to leverage low-cost, highly versatile generative AI tools to construct a modular and customized intelligent teaching resource pool. This approach enables precise resource supply and efficient utilization. Cheng's research on 10 universities highlights that curriculum cluster development requires corresponding teaching resources and emphasizes that interdisciplinary integration places higher demands on faculty team composition [8].

Based on this, the resource construction should focus on two key aspects.

First, integrating AIGC tool resources. This involves systematically mapping the application scenarios of domestic large models—such as

DeepSeek, Wenxin Yiyao, and Jimeng AI—in core media processes including information collection, copywriting, image generation, and video production. The goal is to create a "Tool Application Guide" and a "Teaching Case Library." Research by Wu et al. demonstrates that DeepSeek, with its efficient knowledge integration and code optimization capabilities, as well as its strong multimodal data processing and analysis capacity, can effectively enhance the data literacy development of journalism and communication students [9].

Second, developing digital teaching resources. AI technologies can be utilized to assist in generating teaching plans, courseware, and virtual simulation experiment projects, thereby constructing a three-dimensional teaching resource pool that covers "basic theories, core technologies, and frontier expansions." The practice of Gansu Agricultural University illustrates this approach: by establishing the self-developed "Yingmen Village No. 1" practice platform and integrating online resources such as Youmuke, the university provides students with a wealth of theoretical materials, case studies, and tool resources to meet personalized learning needs [10].

#### **4.3 Capacity Building: Implementing a "Layered and Progressive, Teacher-Student Co-Cultivation" Quality Enhancement Plan**

The integration depth of artificial intelligence in media education is fundamentally determined by the AI literacy of both faculty and students. Therefore, it is essential to implement a layered and progressive quality enhancement plan to foster a teaching team that is "AI-proficient and adept at integration" and to cultivate a student cohort that is "tool-competent and innovative."

For faculty, targeted training, school - enterprise cooperation, and virtual teaching - research activities should be employed to enhance their cognitive understanding and application capabilities of artificial intelligence. Zhang, based on the TPACK framework, proposes that teachers need to continuously upgrade their technological cognition and reconstruct their practical abilities. By participating in AIGC practical training camps and similar programs, they can systematically master multi - modal generation technologies and internalize them into their subject - specific pedagogical knowledge [11].

For students, a progressive ability development

path from basic cognition to advanced application should be constructed. Tang, in his teaching practice, finds that teachers need to guide students to establish an "algorithmic thinking awareness," understand the generation logic and limitations of AI - generated texts, and strengthen their sense of agency. This enables students to combine AI suggestions with their personal styles, thus achieving a transition from "tool - dependent use" to "creative application [12]." Simultaneously, courses should incorporate content related to AIGC ethics and laws. As suggested by Cheng, it is necessary to help students improve their ability to identify false information and establish clear academic integrity norms.

#### **4.4 Practice Feedback: Creating a Collaborative Education Ecosystem of "Project-Driven, Industry-Education Integration"**

The cultivation of application-oriented talents must return to practice. Private universities should rely on the "project-based" approach and "industry-education integration" to embed artificial intelligence technologies into real or simulated media production processes, thereby achieving a closed loop from knowledge acquisition to capability output. Zeng et al. propose that news writing outcomes should be produced based on the project-based approach. By integrating AIGC resources, virtual scenarios and simulated writing exercises can be provided for students, which strengthens the cognition and application thinking of both teachers and students regarding AI [13]. The model of "dual-teacher teaching + intelligent news recommendation system design project" proposed by Lu et al. combines the faculty and project resources of both journalism and communication and artificial intelligence disciplines. Through this model, students can deeply learn and apply AI technologies while completing the project, cultivating their teamwork, innovation, and adaptability to industry development [14].

In addition, the practice of Sichuan Media College shows that in - depth cooperation with leading enterprises in the industry and integrating the cutting - edge AIGC technologies into teaching can create an end - to - end ecosystem of "teaching + creation + competitions". This enables students to keep up with industry technology trends and achieve

accurate alignment between their professional skills and industry needs. This industry - education integration model can not only produce high - quality works but also transform "student assignments" into "communication products" with social value, enhancing students' sense of achievement and employability.

#### **4.5 Mechanism Guarantee: Improving a Closed-Loop Management System of "Dynamic Adjustment and Multi-Dimensional Evaluation"**

To ensure the sustainability and standardization of integrating artificial intelligence with media-related courses, it is imperative to establish a long-term safeguard mechanism and a scientific evaluation system. At the institutional level, universities should formulate detailed implementation guidelines specifically for AI applications in media-related courses. These guidelines must clearly outline supporting measures in areas such as faculty training, funding allocation, and teaching management. In terms of teaching evaluation, it is essential to develop a diversified evaluation system tailored to "media + AI" pedagogy. Wang emphasizes that evaluation content should comprehensively assess multiple dimensions, including technology application, content production, innovative thinking, teamwork, and cross-platform dissemination. The evaluation methods should incorporate project-based assessments, case study analyses, and portfolio evaluations. Furthermore, the evaluation subjects should include teachers, students, industry experts, and end-users. Zhou Li, in the reform practice at Sichuan University of Arts and Science, highlights that AIGC technologies can dynamically collect and analyze students' behavioral data, creative outputs, and interactive patterns throughout the learning process. This enables the evaluation system to become dynamic and intelligent, making assessments more objective and precise [15]. Such data-driven, formative assessments can holistically reflect students' comprehensive abilities and provide a scientific basis for the continuous optimization of teaching practices.

#### **5. Conclusion**

The integration of artificial intelligence technology with media-related courses in private universities represents an inevitable trend driving the reform of media education and

enhancing the quality of applied talent cultivation. The author posits that through the systematic construction of the five-dimensional framework outlined above, private universities can effectively address the challenges of AI-enabled media education. This approach enables the development of a practical, forward-looking application model tailored to their unique institutional characteristics, ultimately achieving a comprehensive improvement in the quality of media talent cultivation.

Nevertheless, in implementing this model, private universities must adhere to the principle of "education-oriented," avoiding the pitfall of technocentrism. The cultivation of students' core competencies and humanistic qualities should remain at the center of all efforts, with guidance provided to ensure the responsible and ethical use of AI tools. Furthermore, institutions should flexibly adapt the model's specifics in accordance with their distinct educational philosophies, curriculum features, and students' foundational capabilities, ensuring localized implementation that aligns with institutional contexts. Looking ahead, private universities should further strengthen collaborations with the media industry and AI technology enterprises. Continuous optimization of the AI application model will facilitate deeper and more sustainable integration of AI technologies into media education. These endeavors aim to nurture a new generation of applied professionals equipped with both AI application skills and job-market adaptability, thereby contributing to the evolving needs of the media sector.

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