Reconstruction and Practice of Instructional Modes for Media-Related Courses Driven by AIGC Technology

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Keywords: AIGC Technology; Media Related Courses; Instructional Mode; Theoretical Foundation; Refactoring Strategy

Abstract: With the extensive penetration of AIGC technology in the media industry, the instructional mode of media courses is facing the need for reform. The purpose of this article is to explore the effective reconstruction path of instructional mode of media courses driven by AIGC technology. By using the method of literature research, this article combs the development of AIGC technology and the teaching status of media courses, makes theoretical analysis from the perspectives of educational technology, communication and psychology, and discusses the theoretical basis for the reconstruction of instructional mode. On this basis, it puts forward a comprehensive reconstruction strategy covering teaching objectives, contents, methods and assessment. The research shows that through the reasonable reconstruction of the key elements of teaching, the instructional mode of media courses can be constructed to adapt to the AIGC era, which is helpful to cultivate high-quality media professionals with comprehensive literacy in the AIGC environment and provide useful reference for the teaching reform of media courses.

1. Introduction

With the rapid development of information technology, AIGC (Artificial Intelligence Generated Content) technology has sprung up suddenly and is reshaping many fields, especially the media industry, in an unprecedented situation [1]. With its advanced algorithms based on deep learning and natural language processing, AIGC technology can independently generate diverse contents such as text, images, audio and even video, and has been widely used in news writing, advertising design, film and television production and other media business links [2]. For example, some media organizations have adopted an automated news writing system to quickly generate news reports such as sports events and financial data, which greatly improves the efficiency of content production.

The field of education has always been closely linked with the technological development of the times. As a key way to cultivate media professionals, the instructional mode of media courses must conform to the changes brought by AIGC technology [3]. In the long-term development, the traditional instructional mode of media courses has built a relatively systematic knowledge transfer system, but in the face of the great changes in media ecology caused by AIGC technology, it has gradually shown many inadaptability [4-5]. For example, in terms of teaching content, the advanced knowledge and technology related to AIGC are lagging behind, which leads to students' lack of understanding of the latest development trend of the industry; In terms of instructional methods, traditional teaching is the main method, and the application of emerging technical tools in practice is not sufficient, so students have less opportunities to exercise their active participation and innovative practical ability.

Under this background, it is of far-reaching significance to explore the reconstruction and practice of instructional mode of media courses driven by AIGC technology, which will improve the training quality of media professionals and promote the sustainable development of the media industry [6]. This helps to provide students with knowledge and skills that meet the actual needs of the industry, so that they can quickly adapt to and integrate into the media working environment where AIGC is widely used after graduation. Futhermore, through the reconstruction of instructional mode, it can also promote the innovation of educational concepts and methods, and

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provide a useful example for the education field to meet the challenges of new technologies.

The purpose of this study is to explore the internal relationship between AIGC technology and media course teaching through systematic theoretical analysis, and to build a instructional model that meets the needs of AIGC era. By using the method of literature research, the relevant literature at home and abroad is widely collected, and the development of AIGC technology and the research status of media course teaching are sorted out. With the help of theoretical analysis, this article analyzes the theoretical basis for the reconstruction of instructional mode from the perspectives of educational technology and communication. It is expected that this study can provide a useful reference for the teaching reform of media courses and help cultivate high-quality media professionals who adapt to the AIGC era.

2. AIGC technology and the teaching status of media courses

AIGC technology has developed rapidly in recent years, and has gradually moved from concept to wide application. From news articles generated by natural language processing to the creation of realistic visual content in the field of image generation, AIGC can independently generate various types of media content such as text, images, audio and video based on deep learning algorithm [7]. In the course of its development, the technical bottleneck has been continuously broken, and the accuracy of the model, the quality and diversity of the generated content have been significantly improved.

At present, the instructional mode of media courses needs to be improved in many aspects. In terms of teaching objectives, some courses still focus on the cultivation of traditional media skills, and pay insufficient attention to students' digital literacy, innovative thinking and cross-technology application ability in the AIGC era [8]. Although the teaching content covers the basic knowledge of media, the advanced knowledge and technology related to AIGC are lagging behind, which leads to students' limited understanding of the latest development trend of the industry. The instructional methods are mostly traditional lectures, and the application of emerging technology tools in practice is not sufficient, so students have less opportunities to exercise their active participation and innovative practical ability.

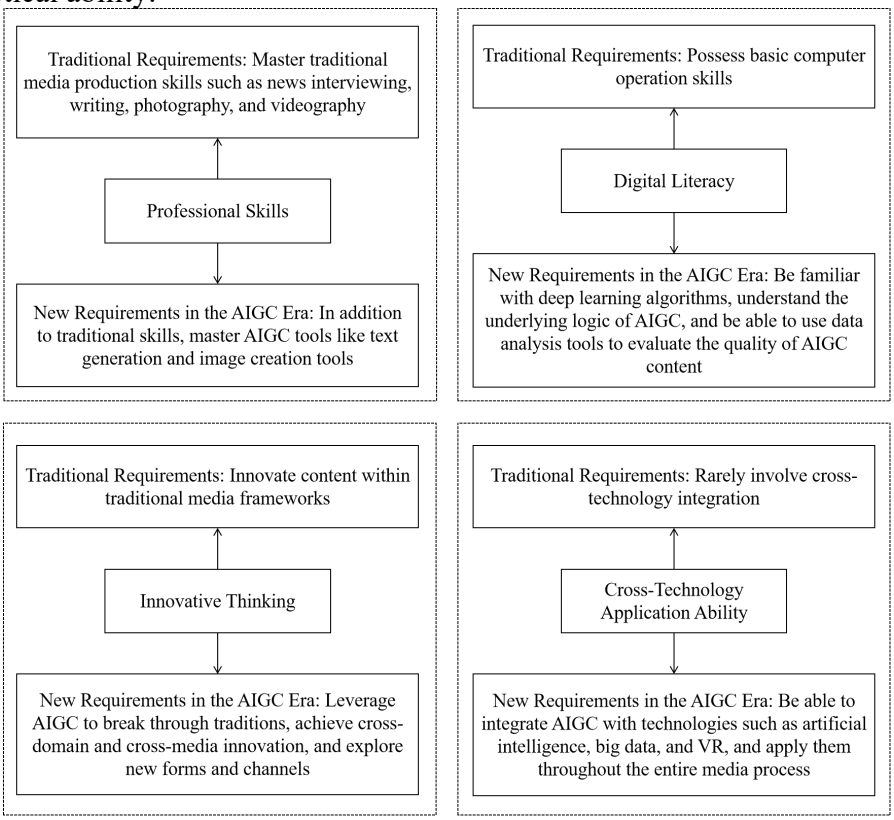

Figure 1 AIGC Technology Requirements for Media Talents' Ability

AIGC technology is closely related to the teaching of media courses. On the one hand, AIGC brings many opportunities for the teaching of media courses. It greatly enriches the teaching resources, and teachers can use all kinds of materials generated by AIGC to assist teaching, making the teaching content more vivid and diverse [9]. Futhermore, the personalized learning system based on AIGC can provide customized learning paths according to students' learning characteristics and improve the learning effect. On the other hand, AIGC also brings severe challenges. With the wide application of AIGC technology in the media industry, the ability requirements for media talents have changed, and media courses need to be quickly adjusted to cultivate talents that meet the needs of the industry. In addition, the problems of content ethics and copyright ownership brought by AIGC technology also need to be guided in teaching, so that students can establish correct values and professional ethics. The changes in media talent demand for AIGC technology are shown in Figure 1.

3. Theoretical basis of reconstructing instructional mode of media courses

3.1. Educational technology theory

The theory of educational technology provides important guidance for the application of AIGC technology in media courses teaching. Among them, the constructivist learning theory emphasizes the active constructive role of learners in the learning process. In the AIGC environment, students are no longer containers for passively accepting knowledge, but subjects for actively exploring and constructing knowledge system by using AIGC tools. For example, students can use the diversified materials generated by AIGC to analyze and integrate, so as to deepen their understanding and application of media knowledge. Futhermore, the theory of instructional design is also very important. It requires reasonable selection and application of teaching media and methods according to teaching objectives, teaching objects and teaching conditions. In media courses, combining with the characteristics of AIGC technology, teachers can design more targeted and innovative teaching activities, such as using simulated project scenes generated by AIGC to let students practice and improve their ability to solve practical problems.

3.2. Communication theory

Communication theory is of great significance to understand the influence of AIGC technology on the teaching and communication effect of media courses. Taking media environmentology as an example, this theory pays attention to the influence of media on society and culture. As a new media technology, AIGC has changed the production and communication environment of media content. In the teaching of media courses, students should not only learn how to use AIGC technology to create content, but also understand the reshaping effect of this new technology on communication ecology. In addition, the theory of communication mode also provides a reference for the reconstruction of instructional mode. The traditional linear communication mode is gradually changing to a more interactive communication mode. With the support of AIGC technology, the teaching of media courses can achieve more efficient interaction between teachers and students. For example, through the online teaching platform based on AIGC, students can feedback their learning problems in real time, and teachers can give guidance in time to form a good learning cycle.

3.3. Psychology theory

Psychological theory provides a basis for the reconstruction of instructional mode from the perspective of students' learning psychology and cognitive development. Cognitive load theory points out that the complexity and presentation of learning materials will affect students' cognitive load. When using AIGC technology in media courses, the presentation form of teaching content should be designed reasonably to avoid increasing students' cognitive burden because of too much or too complicated information. Table 1 presents the above theory and its effect on the reconstruction of instructional mode of media courses driven by AIGC technology.

Table 1 Theoretical Basis and Functions for the Reconstruction of Instructional Models in Media Courses

Theory Category	Specific Theory	Role in Instructional Model Reconstruction
Educational Technology Theory	Constructivist Learning Theory	Emphasizes students' active knowledge construction, deepening understanding and application through AIGC tools
Educational Technology Theory	Instructional Design Theory	Designs targeted teaching activities based on the characteristics of AIGC technology, enhancing students' practical abilities
Communication Theory	Media Ecology Theory	Helps students understand how AIGC reshapes the communication ecosystem and adapt to the new environment
Communication Theory	Communication Model Theory	Promotes more effective interaction in teaching, facilitating a positive learning cycle through AIGC
Psychological Theory	Cognitive Load Theory	Guides the appropriate design of instructional content presentation supported by AIGC, reducing cognitive load

Multidisciplinary theories such as educational technology, communication and psychology have jointly laid a solid foundation for the reconstruction of the instructional mode of media courses driven by AIGC technology, and guided the instructional mode to change in the direction of adapting to the development of the times and meeting the needs of students.

4. Strategies for reconstructing the instructional mode of media courses

The teaching objectives of media courses need to be repositioned. Traditional teaching aims focus on cultivating students' basic media skills. At the moment when AIGC is widely used, we should pay more attention to improving students' comprehensive quality in the AIGC environment. Students should not only master the operation of AIGC tools, but also cultivate their critical thinking, so that they can distinguish the advantages and disadvantages of the content generated by AIGC, and at the same time have the ability to creatively use AIGC technology to create unique media works.

In terms of teaching content, the first step is to integrate AIGC knowledge and skills, increase theoretical knowledge such as technical principles and algorithm foundations of AIGC, and enable students to understand its operating mechanism. Futhermore, the use of various AIGC tools such as text generation software and image generation platforms should be taught. Secondly, it is necessary to update the media industry cases, introduce the latest application cases of AIGC in the fields of news, advertising, film and television, and analyze its advantages and potential problems, so that students can understand the industry trends. In addition, it is necessary to strengthen ethics and legal education, add AIGC-related ethics and laws and regulations, guide students to establish correct values, and avoid problems such as infringement and false information dissemination.

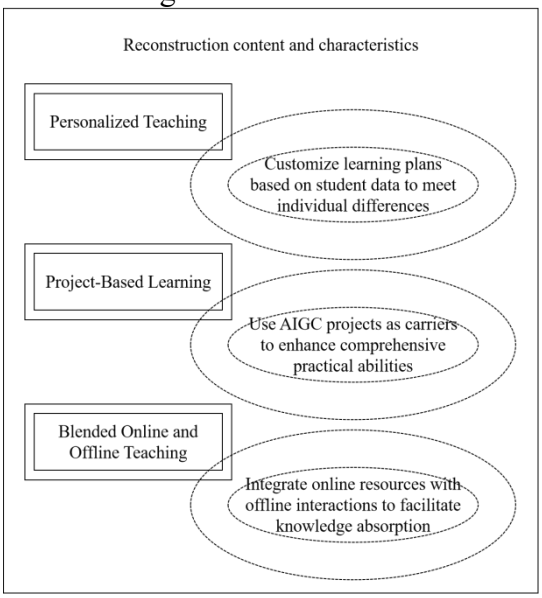

Figure 2 Reconstruction of instructional methods

The reconstruction of instructional methods is very important. One is personalized teaching, which collects and analyzes students' learning data with the aid of AIGC technology, and customizes personalized learning programs for each student according to their learning progress, interests and abilities, so as to teach students in accordance with their aptitude. The second is project-based learning, which designs projects based on AIGC, such as using AIGC to generate virtual reality news reports and interactive advertisements, so that students can improve their comprehensive ability in practice. The third is online and offline mixed teaching, which uses the high-quality teaching resources generated by AIGC to carry out autonomous learning online, and organizes group discussions, practical guidance and other activities offline to promote knowledge internalization. Figure 2 shows the contents and characteristics of the reconstruction of the above instructional methods.

Reconstruction of instructional assessment is also indispensable. Firstly, the diversified assessment subjects include teacher assessment, student self-assessment, mutual assessment, and industry expert assessment, making the assessment more comprehensive and objective. The second is process assessment, which focuses on students' performance in the process of using AIGC technology to complete the project, including data collection, teamwork, problem solving ability, etc., and timely feedback and adjustment of teaching. The third is ability-oriented assessment, which focuses on assessing students' innovative ability, critical thinking and practical operation ability in the AIGC environment, rather than simply memorizing knowledge.

Through the reconstruction of teaching objectives, contents, methods and assessment, the instructional mode of media courses adapted to the development of AIGC technology is constructed, and high-quality media professionals are trained to meet the needs of the times.

5. Conclusions

This article focuses on the reconstruction and practice of instructional mode of media courses driven by AIGC technology. With the rapid development of AIGC technology, the limitations of the traditional instructional mode of media courses have become increasingly prominent, and the reconstruction of instructional mode has become an inevitable trend.

Through the analysis of the current situation and correlation between AIGC technology and media courses, the opportunities and challenges brought by AIGC to teaching are clarified. Starting from the multidisciplinary theories of educational technology, communication and psychology, it laid the theoretical foundation for the reconstruction of instructional mode and provided strong support for the subsequent strategy formulation.

Based on theoretical research, the proposed reconstruction strategy covers four key aspects: teaching objectives, contents, methods and assessment. The teaching goal focuses on cultivating students' comprehensive quality in the AIGC environment; Incorporate AIGC knowledge and skills into teaching content, update industry cases and strengthen ethical and legal education; Instructional methods and means adopt personalized teaching, project-based learning and online and offline mixed teaching; Teaching assessment realizes diversified subject, process and ability-oriented assessment.

These reconstruction strategies are interrelated and complementary, and jointly build a instructional model of media courses that adapts to the development of AIGC technology. By implementing these strategies, it is expected to solve the problem that the traditional instructional mode is out of touch with the needs of the AIGC era, improve students' practical ability, innovative ability and critical thinking in the AIGC environment, and cultivate high-quality media professionals who meet the needs of the times. However, the reconstruction of instructional mode is a process of continuous development. In the future, with the continuous evolution of AIGC technology, the instructional mode should be continuously optimized to better adapt to the dynamic changes of the media industry and promote the continuous improvement of the teaching quality of media courses.

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