

What To Do When There is No Need To Educate Creators Anymore?

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WHY DO WE EXIST?





TO SHARE KNOWLEDGE With students and other stakeholders.

TO CREATE KNOWLEDGE that will impact and transform society .

TO NOURISH COMPETENCES AND SKILLS focused on creative industries and related crafts (i.e cinematographer).





**We provide education to
help others create beautiful
things**





Education, Projects and Innovation

CREATIVE PROFESSIONALS



film
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Education, Projects and Innovation

In the age of imagination where creativity, technical skills, adaptability and critical reasoning are crucial (interdisciplinary field)





Context - Institutional settings

Between academization and craft oriented models



Key issues – AI in Film education



Domains of application

Across all areas

Personalized learning

Mentoring and teaching support

Assessment

Data analysis

Visualisation, simulation and virtualisation

2025 and beyond



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Domains of application

Across all areas

Personalised learning – “The use of artificial intelligence to assist in developing more effective and relevant courses in curriculum design and educational planning has the potential to significantly enhance the quality of film production education.”~~

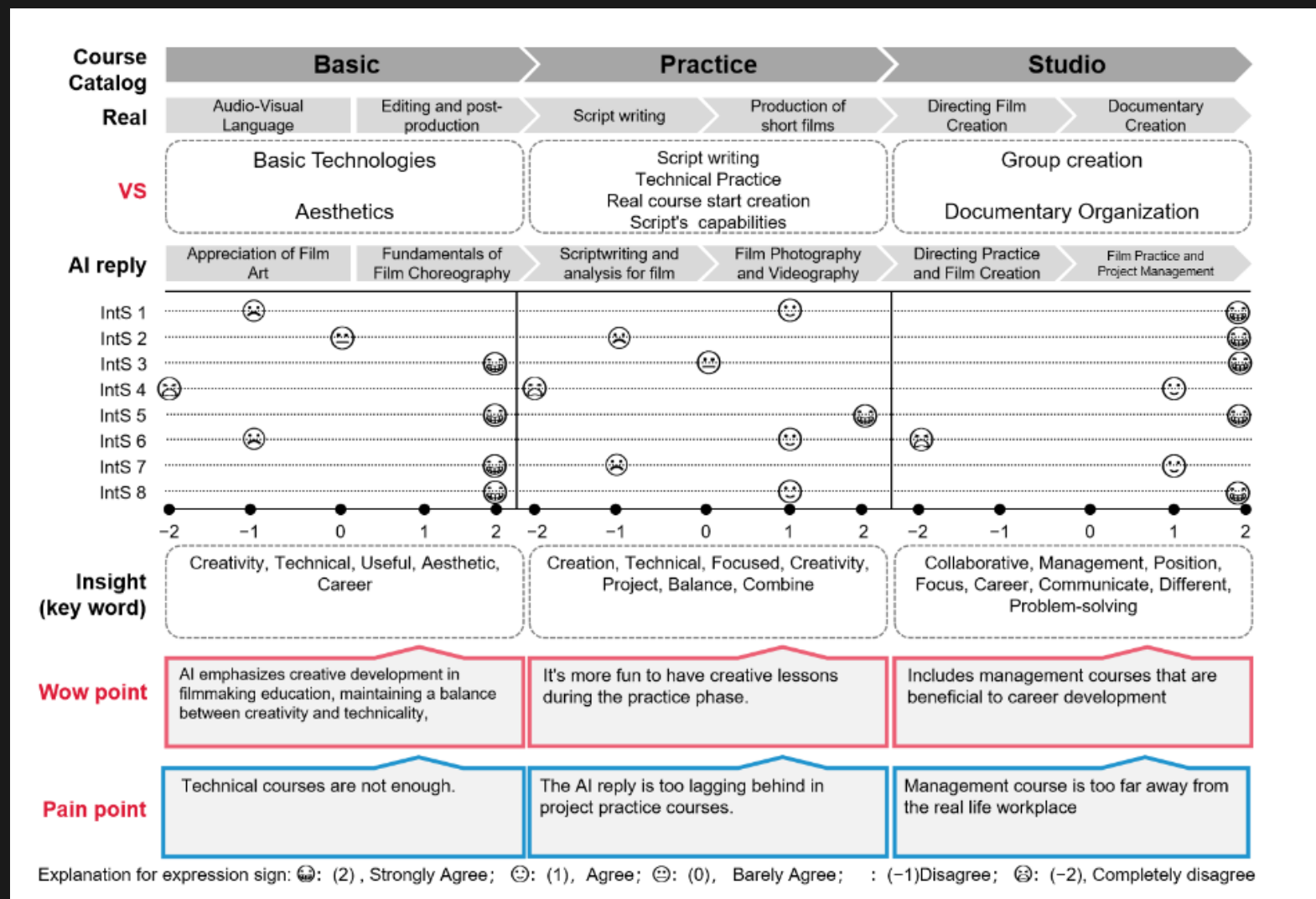
Yang, W., Lee, H., Wu, R., Zhang, R. and Pan, Y. (2023). Using an artificial-intelligence-generated program for positive efficiency in filmmaking education: Insights from experts and students. Electronics, 12. doi: <https://doi.org/10.3390/electronics12234813>






Domains of application

Across all areas



Mentoring and teaching



“According to Berman et al. (2018), incorporating AI into the classroom can lead to improved student engagement and performance. AI can also provide students with personalized learning experiences tailored to their individual needs and learning styles (Chen & Zhan, 2019). With the advent of artificial intelligence (AI), there is an opportunity to improve the design process and enhance the learning experience of students in the field of Art direction”.

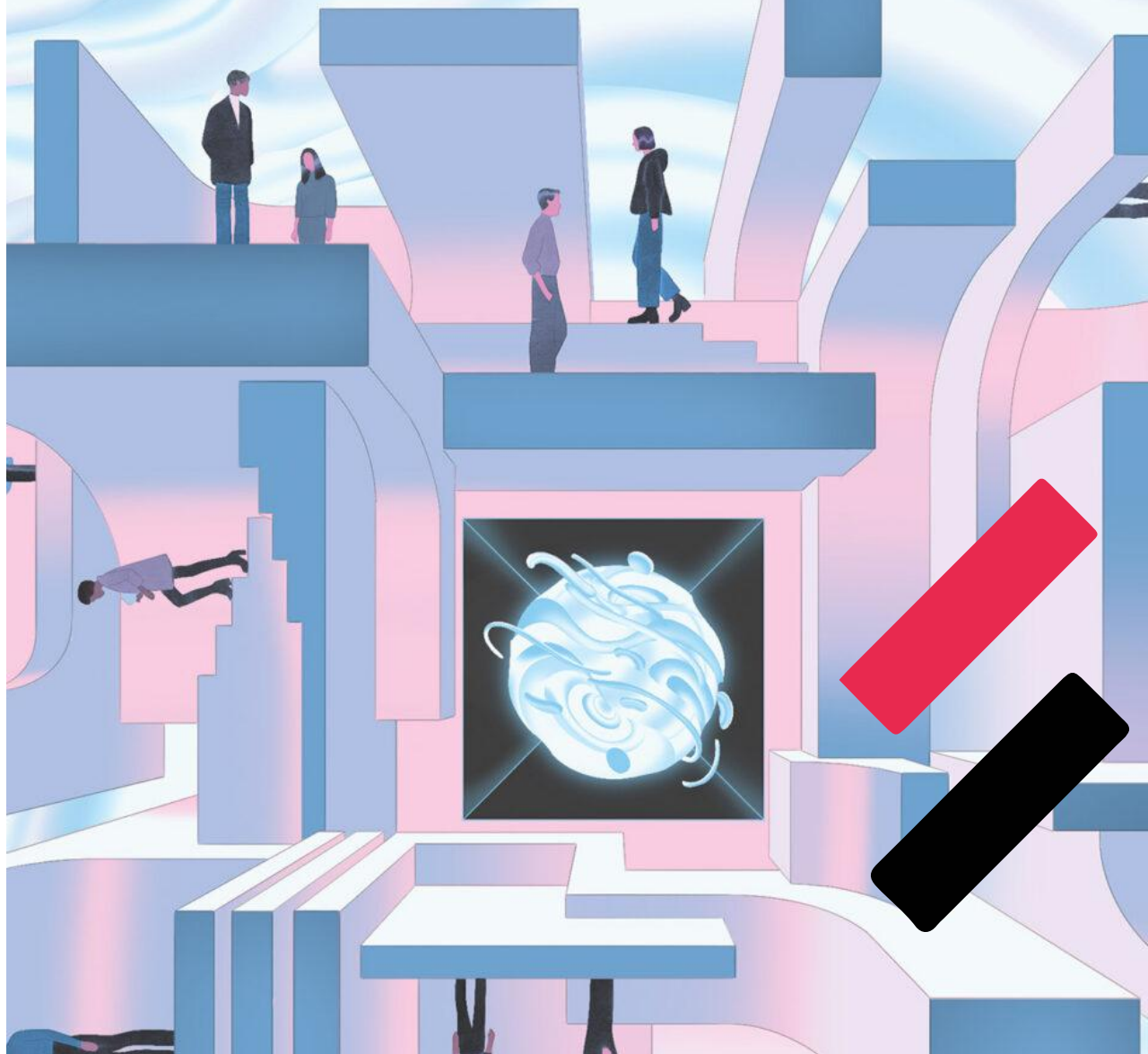
Brako, D.K. and Mensah, A.K. (2023). Robots over humans? The place of artificial intelligence in the pedagogy of art direction in film education. *Journal of Emerging Technologies*. 3:2. doi: <https://doi.org/10.57040/jet.v3i2.484379>




Mentoring and teaching

“Better managed processes lead to higher productivity. New technologies help those processes reach scale, further boosting productivity”. How to Marry Process Management and AI - Make sure your people and your technology work well together. (2025) Thomas H. Davenport & Thomas C. Redman, HBR, February

Value from AI generated by increasing productivity/efficiency in teaching – this is what this example tells.



Assessment



“AI technologies currently being used in schools and universities can use various ‘proxy’ variables – easily extractable data points that can substitute for direct measures of a particular aspect of education. For example, the time that a student spends watching an online instructional video might be used as a proxy for their levels of ‘engagement’ with the content of that video.”

Selwyn, N. (2024). On the Limits of Artificial Intelligence (AI) in Education. Nordisk tidsskrift for pedagogikk og kritikk: Special Issue on Artificial Intelligence in Education, 10.



Data analysis

AI systems now can predict and generate aesthetic artifacts, such as artworks

and music compositions, often emulating the styles of renowned artists like Rembrandt and Bach.

Manovich, Lev, and Emanuele Arielli (2021).

Artificial Aesthetics: A Critical Guide to AI, Media and Design. Online open access,

<http://manovich.net/index.php/projects/artificial-aesthetics-book>



Data analysis – need for critical competences

The dimension of critique stimulates the cultivation of an analytical viewpoint that extends beyond mere consideration of the formal attributes of media and its content. It encourages scrutiny of the potential impacts that representations and technological affordances may exert upon the broader mediascape. critical thinking as the paramount objective of media educational endeavors.

Rivoltella, Pier Cesare (2020), Nuovi alfabeti. Educazione e culture nella società post-mediale, Brescia: Scholé.



Visualisation, simulation and virtualisation

Debuted to the public in 2022, generative AI, or GAI, is a form of AI of particular relevance to art and art education. GAI can create content, including visual and other forms of art, or art-like content. As such, GAI raises important implications for art and art education including the potential to not only create artistic expression but also to enable students to use it to that end and to critically consider it. Educators face a dilemma regarding whether to embrace GAI as an opportunity for innovation in art education, or to reject its utilization as a threat to human artistic creativity or intellectual property rights.

Pavlik, J.V. and Pavlik, O.M. (2024). Art Education and Generative AI: An Exploratory Study in Constructivist Learning and Visualization Automation for the Classroom. *Creative Education*. 15:4. doi: <https://doi.org/10.4236/ce.2024.154037414>

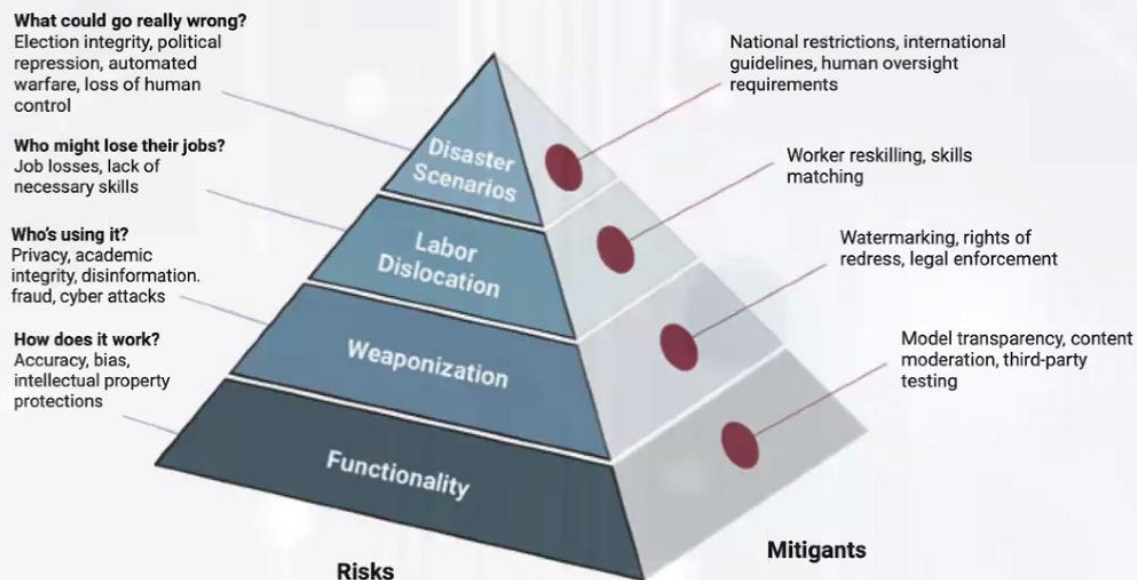


The risks



(i) the limited ways in which educational processes and practices can be statistically modelled and calculated; (ii) the ways in which AI technologies risk perpetuating social harms for minoritized students; (iii) the losses incurred through reorganising education to be more 'machine readable'; and (iv) the ecological and environmental costs of data-intensive and device-intensive forms of AI.

The top four AI risks and how to handle them



Source: Goldman Sachs Global Investment Research

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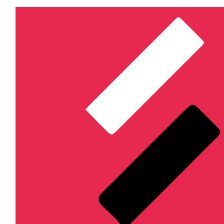




Figure 6. Prompt: 'giant future 1965 modern airport in Siberia made from water and ice, painted on large wood panel by Hieronymus Bosch, bright pastel colours with white highlights, 23f lens, very detailed --ar 4:3 --s 1250 --test' (Image generated with Midjourney v3)

We must stop treating AI merely as a technical instrument, and start incorporating its epistemological and aesthetic dimensions into the curriculum.





What to do?

Integrate Ai literacy

Change curriculum and become more interdisciplinary

Integrate systematic experimenting

Follow the Beijing consensus

Tools, agents and authors – the conceptual framework for the film school of the future

We are not objecting to the use of AI tools to solve specific problems within clear parameters that are set and monitored by actual social communities. We are objecting to the rhetoric and expansionist practice of offering AI as the solution for everything.



Couldry, N. (2023, 11 April). AI as colonial knowledge production. University World News.
<https://www.universityworldnews.com/post.php?story=2023041014520289>