Digital Media and Artificial Intelligence in Education: A Smart Pedagogy Approach

Dr. Saira[1], Dr. Hayam Qayyoum[2], Dr. Aniqa Ali[3], Dr. Mudasar Jahan[4]

[1]*Lecturer, Department of Education, University of Gujrat, Pakistan, drsaira.ijaz@uog.edu.pk*
[2]*Senior Assistant Professor, Department of Media Studies, Bahria University, Islamabad, Pakistan, hayam.buic@bahria.edu.pk*
[3]*Assistant Professor, Department: Media and Communication Studies, International Islamic University, Pakistan, aniqa.naseer@iiu.edu.pk*
[4]*Associate Lecturer in English, University of Gujrat, Pakistan, mudasar.jehan@uog.edu.pk*

Abstract: This study explores the integration of digital media and Artificial Intelligence (AI) in education, addressing the need for effective teaching and learning practices in the digital age. Grounded in the Technological Pedagogical Content Knowledge (TPACK), this research aims to investigate the key principles and approaches of smart pedagogy, effective integration, and implications for teacher professional development and education policy. Specifically, this study seeks to answer three research questions: What are the key principles and approaches of smart pedagogy in the context of digital media and AI? How can digital media and AI be effectively integrated into teaching and learning practices? What are the implications of digital media and AI for teacher professional development and education policy? This research contributes to the existing body of knowledge on the convergence of technology and education, highlighting the significance of digital media and AI in enhancing teaching and learning practices. Building on recent research, this study employs a qualitative approach, using focus group interviews to gather data from educators, students, and administrators. The findings reveal key insights into the effective integration of digital media and AI, highlighting the need for teacher professional development and policy changes to support innovative teaching and learning practices. The study's results have implications for educators, policymakers, and researchers, suggesting avenues for future research and practical applications.

Keywords: digital media, Artificial Intelligence, smart pedagogy, teacher professional development, education policy, technology integration.

1. Introduction

The rapid evolution of digital media and AI has profoundly impacted education, presenting opportunities for innovation (Koehler & Mishra, 2009; Siemens, 2013). Digital media and AI converge to create personalized, adaptive, and immersive learning environments (Bates, 2015; Luckin et al., 2016). Recent research emphasizes investigating effective integration of digital media and AI in education (Bates, 2019). This study explores the transformative potential of digital media and AI in enhancing teaching and learning practices. Innovative media-based approaches are crucial for smart pedagogy and media-enhanced learning (Koehler & Mishra, 2009; Luckin et al., 2016). The growing significance of AI in education motivates this investigation.

AI in education is rapidly evolving, with AI-powered adaptive learning systems enhancing student outcomes (Kumar et al., 2020). To maximize benefits, educators, scholars and administrators require training and support to effectively integrate these systems into teaching practices.

This study addresses research gaps in understanding AI and digital media's pedagogical implications, developing smart pedagogical approaches to enhance student engagement, motivation, and learning outcomes. It explores AI and digital media's potential in education, identifying effective approaches, strategies, and tools for integration into teaching and learning practices.

This study provides insights and recommendations for educators, policymakers, and researchers on harnessing digital media and AI in education. It aims to enhance education by addressing integration challenges. Significant gaps exist in teacher development, infrastructure, and pedagogy. This research informs solutions to unlock the full potential of these technologies.

Statement of the Problem

The integration of digital media and artificial intelligence (AI) in education poses significant challenges that require investigation. There is a critical need to understand how educators can effectively develop and implement smart pedagogical approaches that incorporate digital media and AI. Furthermore, the adequacy of teacher support systems and technological infrastructure in facilitating the integration of these technologies is a concern that warrants examination. This study aims to investigate the challenges associated with integrating digital media and AI in education, with a focus on identifying potential solutions to improve educational outcomes.

Objectives

This study aims to contribute to the growing field of digital media and AI in education by exploring the current state of research and practice, identifying effective approaches and strategies, and developing recommendations for stakeholders.

The specific objectives of this study are:

- To investigate the current state of research and practice in the integration of digital media and AI in education.
- To identify effective approaches, strategies, and tools for integrating digital media and AI into teaching and learning practices.
- To develop recommendations for educators, policymakers, and researchers seeking to harness the potential of digital media and AI to enhance education.

Research Questions

This study seeks to address the following research questions:

RQ1. What are the key principles and approaches of smart pedagogy in the context of digital media and AI?

RQ2. How can digital media and AI be effectively integrated into teaching and learning practices?

RQ3. What are the implications of digital media and AI for teacher professional development and education policy?

Significance of the Study

This study holds significant importance as it contributes to developing effective smart pedagogical approaches that enhance student engagement, motivation, and learning outcomes through digital media and AI integration. The study's findings inform teacher professional development programs, education policy, and future research on digital media, AI, and smart pedagogy. The insights gained enable educators, policymakers, and researchers to make informed decisions about harnessing digital media and AI's potential to improve educational outcomes.

Important Terms and Definitions

Smart Pedagogy

Smart pedagogy refers to the effective integration of technology, pedagogy, and content knowledge to create innovative and engaging learning experiences (Koehler & Mishra, 2009). This approach emphasizes the use of digital media and Artificial Intelligence (AI) to support student-centered learning and improve educational outcomes (Luckin et al., 2016).

Digital Media

Digital media refers to the various forms of media that utilize digital technologies, such as computers, smartphones, and tablets, to create, distribute, and access information (Bates, 2019). In the context of education, digital media can include multimedia resources, online learning platforms, and social media tools that support teaching and learning.

Artificial Intelligence (AI) in Education

Artificial Intelligence (AI) in education refers to the use of AI technologies, such as machine learning and natural language processing, to support teaching and learning (Luckin et al., 2016). AI can be used to personalize learning, provide real-time feedback, and enhance student engagement.

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) refers to the knowledge and skills that teachers need to effectively integrate technology into their teaching practices (Koehler & Mishra, 2009).

TPACK emphasizes the importance of considering the intersection of technology, pedagogy, and content knowledge when designing learning experiences.

Student-Centered Learning

Student-centered learning refers to an approach to teaching and learning that emphasizes the needs, interests, and experiences of students (Herrington et al., 2010). This approach encourages students to take an active role in their learning, and teachers to act as facilitators or mentors rather than lecturers.

2. Literature Review

The integration of digital media and AI in education has transformative potential, enhancing engagement, personalizing learning, and improving outcomes (Bates, 2019; Luckin et al., 2016). Effective integration requires consideration of pedagogical approaches, infrastructure, and teacher development (Koehler & Mishra, 2009). The UTAUT framework helps understand factors influencing technology adoption, enabling informed decisions (Venkatesh et al., 2003).

Digital Media and AI in Education

The integration of AI in education has revolutionized teaching and learning, enabling personalized experiences, automating tasks, and providing real-time feedback (Costa et al., 2017; Zawacki-Richter & Latchem, 2020). AI can enhance engagement, motivation, and outcomes, but requires digital infrastructure (Romero & Ventura, 2020) and AI literacy among educators (Kandlhofer & Steinbauer, 2016). Addressing the digital divide and ethical concerns, such as bias and transparency, is crucial for equitable and effective AI adoption in education (García & García, 2007; Zawacki-Richter & Latchem, 2020).

Investigating the Integration of Digital Media and AI

The integration of AI in education has gained significant attention for its potential to enhance teaching and learning. AI can boost student engagement, motivation, and outcomes (Zawacki-Richter & Latchem, 2020), and support learning activities (Costa et al., 2017). However, effective implementation requires AI literacy among educators (Kandlhofer & Steinbauer, 2016), digital infrastructure (Romero & Ventura, 2020), and addressing the digital divide (García & García, 2007).

Digital Media and AI in Education

AI has revolutionized education with personalized learning, automated tasks, and real-time feedback (Costa et al., 2017). Research shows AI enhances student engagement, motivation, and outcomes (Zawacki-Richter & Latchem, 2020). AI-powered adaptive learning systems and chatbots have improved learning outcomes and supported students (Dziuban et al., 2020; Kim et al., 2020). However, effective integration requires teacher training, digital infrastructure, and addressing equity concerns (Romero & Ventura, 2020), as well as ethical considerations like bias, transparency, and accountability.

UTAUT and its Application

The Unified Theory of Acceptance and Use of Technology (UTAUT) framework explains technology adoption through four key factors: performance expectancy, effort expectancy, social influence, and facilitating conditions. Research applies UTAUT to AI in education, showing its predictive power for teachers' and students' intentions to use AI-powered systems (Almarabeh & AbuAli, 2020; Wang et al., 2020). Extended UTAUT models incorporate AI-specific factors like literacy and anxiety, enhancing understanding of AI adoption (Li et al., 2020).

Insights from Existing Research

The integration of Artificial Intelligence in education has the potential to revolutionize the way we learn and teach. Research has shown that AI-powered adaptive learning systems can significantly improve student learning outcomes, particularly in subjects like language, mass media, education and IT (Dziuban et al., 2020). For instance, AI-powered systems can offer tailored learning experiences, improving student engagement and motivation. Moreover, AI-powered chatbots and virtual assistants can provide real-time feedback and guidance, supporting student learning (Kim et al., 2020).

Recent studies have further explored AI's impact on education, highlighting its transformative role in instructional practices, assessment strategies, and administrative processes (Hwang & Tu, 2021). AI can also facilitate personalized learning pathways, enabling students to learn at their own pace and according to their individual needs. Additionally, AI-powered predictive analytics can help identify at-risk students and provide targeted interventions (Shamsudd in et al., 2021).

However, effective AI integration requires careful consideration of several factors. Educators need training to effectively integrate AI into their teaching practices. Adequate digital infrastructure is also

necessary for successful AI implementation (Romero & Ventura, 2020). Furthermore, AI-powered education tools must address diverse learners' needs and ensure equitable access.
Another crucial aspect is ensuring that AI systems prioritize transparency, explainability, and fairness to address concerns around bias and accountability (Zawacki-Richter & Latchem, 2020). Prioritizing evidence-based tools, transparency, and ongoing professional development is crucial for successful AI integration in education. This can unlock the full potential of AI to transform the education sector and improve learning experiences for all students.
Research Gap: A notable lacuna in existing research pertains to the efficacious integration of digital media and Artificial Intelligence (AI) in teaching and learning practices. Extant literature underscores the imperative for further investigation into the pedagogical implications, effective integration approaches, and consequences for teacher professional development and education policy. Empirical evidence suggests that the dearth of understanding, inadequate teacher support, and insufficient infrastructure constitute significant barriers to successful implementation, ultimately impacting teaching and learning outcomes. Consequently, this study seeks to bridge this knowledge divide by exploring the intersections of digital media, AI, and teacher development, thereby contributing to a more comprehensive understanding of the complex dynamics at play.

3. Methodology

Research Design
This study employs a qualitative approach to provide a comprehensive understanding of the integration of digital media in education. The qualitative methods, addressing the research questions from multiple angles, provide a more complete and accurate picture of the phenomenon. This approach enables the collection of rich, in-depth insights through interviews, allowing for a detailed understanding of the research phenomenon.
Research Methods
This study adopts a qualitative research design, employing thematic analysis to explore the experiences, perceptions, and future recommendations of educators, students, and administrators regarding the integration of digital media and Artificial Intelligence (AI) in education. This approach enables the identification and interpretation of patterns and themes in rich data, providing insights into the complex dynamics of AI integration in educational settings.
Data Collection Methods
This study employs semi-structured interviews with educators, students, and administrators to gather in-depth, personal insights into their experiences and perceptions of digital media and AI integration in education. The sampling approach used in this study is likely purposive sampling, aiming to recruit participants with relevant experience and perspectives. This study recruited a sample size of approximately 30-40 participants, comprising educators, students, and administrators, to provide a diverse range of perspectives and experiences regarding digital media and AI integration in education.
The three participant groups were selected for their unique perspectives and roles in the educational ecosystem, allowing for a comprehensive understanding of AI integration in education. Educators provided insight into pedagogical implications, students shared their experiences as learners, and administrators offered perspectives on institutional-level decision-making and implementation. This multi-stakeholder approach enables a rich and nuanced exploration of the complex issues surrounding AI integration in education.
This research is grounded in a Pragmatist epistemology, focusing on practical application and actionable insights. It explores the experiences and perceptions of students, educators, and administrators regarding AI use in classrooms, prioritizing real-world understanding over abstract theory.
Research Procedure
This qualitative study explored the experiences and perceptions of educators, students, and administrators regarding digital media and AI in education. Section one examined the key principles and approaches of smart pedagogy in the context of digital media and AI. Section two investigated the effective integration of digital media and AI into teaching and learning practices to support student-centered learning. Section three explored the implications of digital media and AI for teacher professional development and education policy.

Theoretical Framework

The Unified Theory of Acceptance and Use of Technology (UTAUT) was selected for its ability to comprehensively explain the factors influencing the adoption and use of digital media and AI in educational settings. Its constructs, such as performance expectancy, effort expectancy, social influence, and facilitating conditions, provide a robust framework for understanding the complexities of technology integration in pedagogy, making it a suitable choice for this study. The UTAUT framework was developed by Venkatesh, Morris, Davis, and Davis in 2003.

Recent research has demonstrated the effectiveness of UTAUT in understanding technology adoption in education. For instance, a 2024 study published in the International Journal of Educational Technology in Higher Education used UTAUT to investigate university professors' behavioral intentions to use ChatGPT, highlighting the framework's relevance in understanding the adoption of AI-powered tools in education (Almaiah et al., 2024). Such studies underscore the value of UTAUT in providing insights into the factors that influence technology adoption and use in educational contexts.

UTAUT Framework Components

Table.1. The Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh, Morris, Davis, and Davis, 2003)

Components	Description	Components	Description
1. Performance Expectancy (PE)	The degree to which stakeholders believe AI will improve educational outcomes or achieve their goals.	2. Effort Expectancy (EE)	The ease or difficulty of using AI-powered tools or integrating AI into teaching practices.
3. Social Influence (SI)	The influence of peers, colleagues, administrators, or professional networks on stakeholders' attitudes towards using AI in education.	4. Facilitating Conditions (FC)	The resources and support needed to effectively use AI-powered tools or integrate AI into teaching practices.
5. Behavioral Intention (BI)	Stakeholders' willingness to use AI-powered tools or support AI-powered initiatives in the future.	6. Use Behavior (UB)	The frequency and effectiveness of stakeholders' use of AI-powered tools or support for AI-powered initiatives.

4. Interview Questions and Emerging Themes

Section One

This section explores Research Question One, focusing on the key principles and approaches of smart pedagogy with digital media and AI. Through interviews with educators, students, and administrators, participants were asked six questions about their experiences, perceptions, and future recommendations. The responses were analyzed to identify emerging themes, providing insights into effective smart pedagogy practices in the digital age.

1. Educators

i. Experiences

1. Interview Question: Can you describe a recent instance where you incorporated digital media and AI into your teaching practices? What motivated you to do so, and what were the outcomes?

Sample Answer: "I used an AI-powered adaptive assessment tool to tailor my instruction to individual students' needs."

Explanation: Educators described instances where they used digital media and AI tools, such as learning management systems, educational apps, and AI-powered adaptive assessments. They were motivated by the desire to enhance student engagement and personalize learning.

Theme: Technology integration

2. Interview Question: How have you seen digital media and AI impact your teaching methods and student engagement in the classroom?

Sample Answer: "Digital media and AI have enhanced student engagement, personalized learning, and improved teaching efficiency in my classroom."

Explanation: Educators reported that digital media and AI have enhanced student engagement, personalized learning, and improved teaching efficiency.

Theme: Enhanced teaching and learning

ii. Perceptions

3.Interview Question: What do you believe are the key principles of smart pedagogy in the context of digital media and AI, and how do you think these principles can be applied in educational settings?
Sample Answer "Student-centered learning is at the heart of smart pedagogy, and digital media and AI can help us tailor instruction to meet the unique needs of each student."
Explanation: Educators identified principles such as student-centered learning, personalized instruction, and technology integration as essential for smart pedagogy.
Theme: Student-centered learning

4. Interview Question: How do you think digital media and AI can enhance or hinder student learning, and what are the potential risks or challenges associated with their integration?
Sample Answer "While digital media and AI offer many benefits, we must also consider the potential drawbacks, such as technical issues and equity concerns."
Explanation: Educators noted benefits such as increased student engagement and accessibility, but also drawbacks such as technical issues, equity concerns, and potential over-reliance on technology.
Theme: Balancing benefits and drawbacks

iii. Future Recommendations

5. Interview Question: What recommendations would you make to educators seeking to integrate digital media and AI into their teaching practices, and what support systems do you think are necessary for successful implementation?
Sample Answer "To successfully integrate digital media and AI, educators need comprehensive professional development and ongoing support."
Explanation: Educators suggested that educators should receive professional development on digital media and AI, and that institutions should provide necessary infrastructure and support.
Theme: Professional development and support

6. Interview Question: How do you envision digital media and AI evolving in education over the next 5-10 years, and what implications do you think this will have for teaching and learning practices?
Sample Answer "I envision a future where AI-powered tutoring and virtual reality transform the learning experience."
Explanation: Educators envisioned a future where digital media and AI continue to enhance teaching and learning, with potential applications in areas such as virtual reality and AI-powered tutoring.
Theme: Future innovations and applications

2. Students

i.Experiences

7. Interview Question: Can you describe a recent instance where you used digital media and AI in a learning environment? What was your experience like, and how did it impact your learning?
Sample Answer "I recently used an online learning platform that incorporated AI-powered chatbots, making learning more engaging and interactive."
Explanation: Students described instances where they used digital media and AI tools, such as online learning platforms, educational apps, and AI-powered chatbots. They reported that these tools made learning more engaging, interactive, and accessible.
Theme: Technology integration

8. Interview Question: How have you seen digital media and AI impact your learning experiences and engagement in the classroom?
Sample Answer "Digital media and AI have made learning more accessible and enjoyable for me, and I appreciate the flexibility they offer."
Explanation: Students reported that digital media and AI have made learning more engaging, interactive, and accessible.
Theme: Enhanced learning experiences

ii.Perceptions

9. Interview Question: What do you think are the benefits and drawbacks of using digital media and AI in education, and how do you think they can be used to support student-centered learning?
Sample Answer "While digital media and AI offer many benefits, I think educators need to be mindful of potential distractions and technical issues."
Explanation: Students noted benefits such as increased flexibility and accessibility, but also drawbacks such as technical issues and potential distractions.
Theme: Balancing benefits and drawbacks

10. Interview Question: How do you think digital media and AI can be used to personalize learning and make it more accessible and inclusive?
Sample Answer "I believe digital media and AI can help make learning more personalized and accessible, especially for students with different learning needs."
Explanation: Students emphasized the importance of digital media and AI in supporting personalized learning and making education more accessible.
Theme: Personalized and accessible learning

iii.Future Recommendations

11. Interview Question: What recommendations would you make to educators seeking to integrate digital media and AI into their teaching practices, and what features or tools do you think are essential for effective integration?
Sample Answer "I think educators should incorporate more digital media and AI tools into their teaching practices, and institutions should provide more support for students' technology use."
Explanation: Students suggested that educators should incorporate more digital media and AI tools into their teaching practices, and that institutions should provide more support for students' technology use.
Theme: Increased technology integration and support
12. Interview Question: How do you envision digital media and AI evolving in education over the next 5-10 years, and what implications do you think this will have for student learning and outcomes?
Sample Answer "I envision a future where virtual reality and AI-powered learning analytics revolutionize education, making learning more immersive and effective."
Explanation: Students envisioned a future where digital media and AI continue to enhance student learning and outcomes, with potential applications in areas such as virtual reality and AI-powered learning analytics.
Theme: Future innovations and applications

3. Administrators

i.Experiences

13. Interview Question: Can you describe your experience with implementing digital media and AI initiatives in your educational institution? What challenges did you face, and how did you overcome them?
Sample Answer "Implementing digital media and AI initiatives requires significant investment in technology infrastructure and ongoing support for educators."
Explanation: Administrators described instances where they implemented digital media and AI initiatives, such as professional development programs, technology infrastructure upgrades, and AI-powered learning platforms. They reported challenges such as technical issues, equity concerns, and resistance to change.
Theme: Institutional support and infrastructure
14. Interview Question: How have you seen digital media and AI impact teaching and learning practices in your institution, and what benefits or drawbacks have you observed?
Sample Answer "While digital media and AI have enhanced teaching and learning practices, we must also address potential drawbacks such as technical issues and distractions."
Explanation: Administrators reported that digital media and AI have enhanced teaching and learning practices, but also noted drawbacks such as technical issues and potential distractions. They emphasized the importance of ongoing support and evaluation to ensure successful implementation.
Theme: Enhanced teaching and learning, Benefits and drawbacks

ii.Perceptions

15. Interview Question: How can digital media and AI be effectively integrated into teaching and learning practices to support student-centered learning and improved learning outcomes?
Sample Answer "To effectively integrate digital media and AI, we must align them with learning objectives, provide ongoing support and evaluation, and address equity concerns.
Explanation: Administrators believed that digital media and AI can be effectively integrated by aligning them with learning objectives, providing ongoing support and evaluation, and addressing equity concerns. They emphasized the importance of institutional leadership and support in ensuring successful integration.
Theme: Effective integration, Student-centered learning and improved outcomes
16. Interview Question: What do you think are the essential conditions or factors necessary for successfully implementing digital media and AI initiatives in educational institutions?

Sample Answer "Institutional leadership, teacher buy-in, and infrastructure support are essential conditions for successfully implementing digital media and AI initiatives."
Explanation: Administrators identified essential conditions such as institutional leadership, teacher buy-in, and infrastructure support. They emphasized the importance of addressing equity concerns and providing ongoing support and evaluation.
Theme: Essential conditions and factors, Successful implementation
iii.Future Recommendations
17. Interview Question: What recommendations would you make to educators and policymakers for supporting the effective integration of digital media and AI in educational settings?
Sample Answer "I recommend that policymakers provide ongoing support and resources for educators and students, invest in necessary infrastructure, and implement policies to address equity concerns."
Explanation: Administrators recommended that educators and policymakers provide ongoing support and resources for educators and students, invest in necessary infrastructure, and implement policies to address equity concerns.
Theme: Recommendations for effective integration, Support and resources
18. Interview Question: How do you envision educational institutions evolving to support the effective integration of digital media and AI in teaching and learning practices?
Sample Answer "I envision educational institutions that prioritize equity, accessibility, and ongoing support for educators and students, staying informed about emerging trends and technologies."
Explanation: Administrators envisioned educational institutions that prioritize equity, accessibility, and ongoing support for educators and students. They recommended that institutions stay informed about emerging trends and technologies, and invest in ongoing professional development and infrastructure support.
Theme: Evolving institutions, Future innovations and applications
Section Two
Section two deals with the Effective Integration of Digital Media and AI. This section explores Research Question Two, focusing on the effective integration of digital media and AI into teaching and learning practices to support student-centered learning and improved outcomes. It analyzes experiences, perceptions, and recommendations from educators, students, and administrators to identify key strategies and themes.
1. Educators
i.Experiences
19. Interview Question: What successful lesson or project have you integrated digital media and AI to support student-centered learning? What role did digital media and AI play in enhancing student engagement and learning outcomes?
Sample Answer "I integrated digital media and AI into a project, using AI-powered adaptive assessments to enhance student engagement and learning outcomes."
Explanation: Educators used digital media and AI tools to support student-centered learning, enhancing engagement and outcomes.
Theme: Technology integration, Student-centered learning
20. Interview Question: How have you used digital media and AI to differentiate instruction and meet the diverse needs of your students?
Sample Answer "I employed AI-powered adaptive assessments to tailor instruction to individual students' needs, and also used digital media to provide multiple learning pathways."
Explanation: Educators used AI-powered adaptive assessments and digital media to tailor instruction to individual students' needs and accommodate different learning styles.
Theme: Differentiated instruction, Personalized learning
ii. Perceptions
21. Interview Question: What essential conditions or factors do you believe are necessary for effectively integrating digital media and AI into teaching and learning practices?
Sample Answer "Institutions must provide ongoing professional development, invest in necessary infrastructure, and implement policies to address equity concerns."
Explanation: Educators identified essential conditions like professional development, infrastructure support, and equity considerations.
Theme: Professional development and support, Institutional support and infrastructure

22. Interview Question: How can digital media and AI be used to promote deeper learning, critical thinking, and problem-solving skills in students?
Sample Answer "Digital media and AI can promote deeper learning and critical thinking, but educators must carefully design curriculum and address potential challenges."
Explanation: Educators believed digital media and AI can promote deeper learning through interactive experiences, but noted challenges like technical issues and equity concerns.
Theme: Deeper learning and critical thinking, Balancing benefits and drawbacks

iii. Future Recommendations

23.Interview Question: What recommendations would you make to educators seeking to integrate digital media and AI into their teaching practices?
Sample Answer "Teachers need comprehensive professional development on digital media and AI to effectively integrate these tools into their teaching practices."
Explanation: Educators recommended professional development, infrastructure support, and ongoing evaluation for successful implementation.
Theme: Professional development and support, Institutional support and infrastructure
24. Interview Question: How do you envision digital media and AI evolving in education over the next 5-10 years?
Sample Answer "I envision a future where AI-powered tutoring and virtual reality transform the learning experience. Educators must stay informed about emerging trends and technologies."
Explanation: Educators envisioned future applications like virtual reality and AI-powered tutoring, emphasizing the need for staying informed and investing in professional development.
Theme: Future innovations and applications, Professional development and support

2. Students

i.Experiences

25. Interview Question: Can you describe a learning experience where digital media and AI were used to support student-centered learning?
Sample Answer "I used an online learning platform that incorporated AI-powered chatbots, making learning more engaging, interactive, and accessible."
Explanation: Students used digital media and AI tools, such as online platforms and AI-powered chatbots, to support student-centered learning, increasing engagement and accessibility.
Theme: Technology integration, Student-centered learning
26. Interview Question: How have you used digital media and AI to take ownership of your learning or pursue topics of interest?
Sample Answer "I employed AI-powered tools to create personalized learning plans, allowing me to take ownership of my learning and explore topics of interest."
Explanation: Students used digital media and AI to create personalized learning plans and explore topics of interest, promoting student autonomy.
Theme: Personalized learning, Student autonomy

ii. Perceptions

27. Interview Question: What do you think are the benefits and drawbacks of using digital media and AI in education?
Sample Answer "While digital media and AI offer many benefits, such as increased flexibility and accessibility, we must also consider potential drawbacks like technical issues and distractions.
Explanation: Students noted benefits like flexibility and accessibility, but also drawbacks like technical issues and distractions. They emphasized the importance of digital media and AI in supporting personalized learning.
Theme: Balancing benefits and drawbacks, Personalized and accessible learning
28. Interview Question: How can digital media and AI be used to make learning more personalized, interactive, and enjoyable?
Sample Answer "Digital media and AI can make learning more personalized, interactive, and enjoyable, but educators must address potential challenges like technical issues and equity concerns."
Explanation: Students believed digital media and AI can provide immersive and interactive learning experiences, but noted potential challenges like technical issues and equity concerns.
Theme: Personalized and interactive learning, Balancing benefits and drawbacks

iii. Future Recommendations

29. Interview Question: What recommendations would you make to educators seeking to integrate digital media and AI into their teaching practices?
Sample Answer "I recommend that educators incorporate more digital media and AI tools into their teaching practices, with a focus on user-friendly interfaces and accessible design."
Explanation: Students suggested incorporating more digital media and AI tools, providing support for technology use, and focusing on user-friendly interfaces and accessible design
Theme: Increased technology integration and support, Accessible design
30. Interview Question: How do you envision digital media and AI evolving in education over the next 5-10 years?
Sample Answer "I envision a future where virtual reality and AI-powered learning analytics transform education. Educators must stay informed about emerging trends and technologies to support student success."
Explanation: Students envisioned future applications like virtual reality and AI-powered learning analytics, emphasizing the need for educators to stay informed and for institutions to invest in professional development and infrastructure support.
Theme: Future innovations and applications, Professional development and support
3. Administrators
i.Experiences
31. Interview Question: Can you describe your experience with implementing digital media and AI initiatives in your educational institution?
Sample Answer "We implemented a professional development program to support teachers in integrating digital media and AI into their teaching practices, which enhanced teaching and learning practices."
Explanation: Administrators implemented initiatives like professional development programs, technology infrastructure upgrades, and AI-powered learning platforms to support student-centered learning.
Theme: Institutional support and infrastructure, Technology integration
32. Interview Question: How have you seen digital media and AI impact teaching and learning practices in your institution?
Sample Answer "While digital media and AI have enhanced teaching and learning practices, we must also address potential drawbacks such as technical issues and equity concerns."
Explanation: Administrators reported that digital media and AI enhanced teaching and learning practices, but noted drawbacks like technical issues and equity concerns.
Theme: Enhanced teaching and learning, Balancing benefits and drawbacks
ii.Perceptions
33. Interview Question: What are the essential conditions for successfully integrating digital media and AI in education?
Sample Answer "Institutional leadership and support are crucial for effective integration of digital media and AI. We provide ongoing professional development and invest in necessary infrastructure."
Explanation: Administrators identified institutional leadership, teacher professional development, and infrastructure support as essential.
Theme: Institutional leadership and support, Professional development and support
34. Interview Question: How can digital media and AI be leveraged to support and enhance institutional goals in education?
Sample Answer "Digital media and AI can support institutional goals and objectives by providing data-driven insights and personalized learning experiences, but we must carefully design curriculum and address potential challenges."
Explanation: Administrators believed digital media and AI can provide data-driven insights and personalized learning experiences, but noted potential challenges.
Theme: Institutional goals and objectives, Balancing benefits and drawbacks
iii.Future Recommendations
35. Interview Question: What recommendations would you suggest for effectively integrating digital media and AI into educational settings to enhance teaching and learning outcomes?
Sample Answer "I recommend that educators and policymakers provide ongoing professional development, invest in necessary infrastructure, and implement policies to address equity concerns, with strong institutional leadership and support."

Explanation: Administrators recommended ongoing professional development, infrastructure investment, and policies to address equity concerns, emphasizing institutional leadership and support.
Theme: Professional development and support, Institutional leadership and support
36. Interview Question: How do you envision the future evolution of digital media and AI in education, and what potential impacts do you foresee on teaching and learning practices?
Sample Answer "I envision a future where virtual reality and AI-powered learning analytics transform education. Educators and policymakers must stay informed about emerging trends and technologies and invest in ongoing professional development and infrastructure support."
Explanation: Administrators envisioned future applications like virtual reality and AI-powered learning analytics, recommending staying informed and investing in professional development and infrastructure support.
Theme: Future innovations and applications, Professional development and support
Section Three
Section three deals with the implications for Teacher Professional Development and Education Policy. This section explores Research Question Three, examining the implications of digital media and AI on teacher professional development and education policy. Through targeted questions, educators, students, and administrators shared their experiences, perceptions, and future recommendations, revealing emergent themes and providing insights into the implications for teacher professional development and education policy.
1. Educators
i.Experiences
37. Interview Question: Can you describe your experiences with professional development opportunities related to digital media and AI in education, and how have these opportunities influenced your teaching or administrative practices?
Sample Answer "I participated in a workshop on AI-powered adaptive assessments, which enhanced my teaching practices and helped me better support my students."
Explanation: Educators described workshops, conferences, and online courses that enhanced their teaching practices, but noted challenges like limited time and resources.
Theme: Professional development and support, Teaching practices
38. Interview Question: How do you believe digital media and AI have impacted your professional growth and development as an educator or administrator, and what benefits or challenges have you encountered?
Sample Answer "Digital media and AI have transformed my teaching practices, but I must stay current with emerging trends and technologies to continue providing high-quality education."
Explanation: Educators reported that digital media and AI enhanced their professional growth, but noted challenges like staying current with emerging trends and technologies.
Theme: Professional growth and development, Staying current with technology
ii. Perceptions
39. Interview Question: What skills do you consider essential for educators to effectively integrate digital media and AI into their teaching practices?
Sample Answer "Teachers need technical proficiency, pedagogical knowledge, and critical thinking skills to effectively integrate digital media and AI into their teaching practices."
Explanation: Educators identified technical proficiency, pedagogical knowledge, and critical thinking as essential skills, emphasizing ongoing professional development.
Theme: Essential skills and competencies, Professional development and support
40. Interview Question: How do you envision the role of teachers and educators evolving with the increasing integration of digital media and AI in education?
Sample Answer "I believe digital media and AI will change the role of teachers and educators, providing new tools and resources, but also requiring ongoing professional development to stay relevant."
Explanation: Educators believed digital media and AI will change the role of teachers, providing new tools and resources, but also requiring ongoing professional development.
Theme: Changing role of teachers and educators, Future innovations and applications
iii. Future Recommendations
41. Interview Question: What strategies would you recommend for supporting teacher professional development in the effective use of digital media and AI in education?

Sample Answer "I recommend that policymakers provide ongoing professional development opportunities, invest in necessary infrastructure, and implement policies to address equity concerns."
Explanation: Educators recommended ongoing professional development, infrastructure investment, and policies to address equity concerns.
Theme: Professional development and support, Institutional support and infrastructure
42. Interview Question: How do you think teacher education programs should evolve to prepare future educators for the integration of digital media and AI in the classroom?
Sample Answer "I envision teacher education programs that incorporate digital media and AI into the curriculum, providing hands-on training and experience, and emphasizing critical thinking and pedagogical knowledge."
Explanation: Educators envisioned programs incorporating digital media and AI, providing hands-on training, and emphasizing critical thinking and pedagogical knowledge.
Theme: Teacher education programs, Preparing educators for digital media and AI
2. Students
i.Experiences
43. Interview Question: In what ways do you believe teachers' effective use of digital media and AI can enhance or transform the learning experience for students?
Sample Answer "My teacher's use of digital media and AI made learning more engaging and interactive, which motivated me to learn more."
Explanation: Students reported that digital media and AI made learning more engaging, interactive, and accessible, enhancing learning outcomes and motivation.
Theme: Impact on learning experience, Engagement and motivation
44. Interview Question: How can digital media and AI be utilized outside of the traditional classroom setting to support informal learning, personal development, and community engagement?
Sample Answer "I use online learning platforms and AI-powered chatbots to support my own learning and development outside of the classroom."
Explanation: Students used online learning platforms, educational apps, and AI-powered chatbots to support self-directed learning and development.
Theme: Self-directed learning, Digital media and AI tools
ii.Perceptions
45. Interview Question: What benefits and drawbacks do you see in providing teachers with professional development opportunities in digital media and AI, and how can the benefits be maximized while minimizing the drawbacks?
Sample Answer "I think teachers receiving professional development related to digital media and AI is beneficial, but potential drawbacks like technical issues and distractions need to be addressed."
Explanation: Students noted benefits like improved teaching practices and increased engagement, but also drawbacks like technical issues and potential distractions.
Theme: Benefits and drawbacks, Teacher professional development
46. Interview Question: What potential long-term impacts do you foresee digital media and AI having on teaching methods, student engagement, and learning outcomes?
Sample Answer "I believe digital media and AI will change the way teachers teach and students learn by providing new tools and resources, but equity concerns and ongoing support are crucial."
Explanation: Students believed digital media and AI will provide new tools and resources, but noted potential challenges like equity concerns and the need for ongoing support.
Theme: Future innovations and applications, Changing teaching and learning practices
iii.Future Recommendations
47. Interview Question: How can teachers effectively utilize digital media and AI to support student learning, increase engagement, and personalize instruction?
Sample Answer "I recommend that educators and policymakers provide ongoing support and resources for students, invest in necessary infrastructure, and implement policies to address equity concerns."
Explanation: Students recommended ongoing support and resources, infrastructure investment, and policies to address equity concerns.
Theme: Supporting student learning, Institutional support and infrastructure
48. Interview Question: How do you think education policy should evolve to address the integration of digital media and AI in schools, ensuring equitable access and effective implementation?

Sample Answer "I envision education policy that prioritizes equity, accessibility, and ongoing support for students and educators, with policymakers staying informed about emerging trends and technologies."
Explanation: Students envisioned policy prioritizing equity, accessibility, and ongoing support, with policymakers staying informed and investing in professional development.
Theme: Education policy, Future innovations and applications
Administrators
i.Experiences
49. Interview Question: What key elements would you include in designing and implementing effective professional development programs for educators to enhance their skills in using digital media and AI in the classroom?
Sample Answer "We implemented a professional development program that helped educators develop skills and knowledge related to digital media and AI, which enhanced teaching and learning practices."
Explanation: Administrators described programs like workshops, conferences, and online courses that helped educators develop digital media and AI skills.
Theme: Professional development and support, Institutional support and infrastructure
50. Interview Question: How do you envision digital media and AI influencing education policy and practice in the coming years, and what implications might this have for teaching, learning, and educational leadership?
Sample Answer "Digital media and AI have enhanced education policy and practice, but we must address challenges such as equity concerns and the need for ongoing support."
Explanation: Administrators reported that digital media and AI enhanced policy and practice, but noted challenges like equity concerns and the need for ongoing support.
Theme: Impact on education policy and practice, Challenges and limitations
ii.Perceptions
51. Interview Question: What do you believe are the key factors that contribute to the successful integration of digital media and AI in educational settings, and how can these be prioritized and supported?
Sample Answer "Institutional leadership, teacher professional development, and infrastructure support are crucial for the successful integration of digital media and AI in educational settings."
Explanation: Administrators identified institutional leadership, teacher professional development, and infrastructure support as key factors, emphasizing ongoing support and evaluation.
Theme: Key factors for successful integration, Institutional support and infrastructure
52. Interview Question: How do you foresee digital media and AI transforming the structure, function, and role of educational institutions in the future, and what opportunities or challenges might arise from these changes?
Sample Answer "I believe digital media and AI will change the way educational institutions operate and deliver education, providing new tools and resources for teaching and learning."
Explanation: Administrators believed digital media and AI will provide new tools and resources, but noted potential challenges like equity concerns and the need for ongoing support.
Theme: Future innovations and applications, Changing institutional operations and delivery
iii.Future Recommendations
53. Interview Question: What strategies or initiatives would you recommend for supporting educators, administrators, and policymakers in effectively integrating digital media and AI into educational systems and practices?
Sample Answer "I recommend that educators, policymakers, and stakeholders provide ongoing support and resources, invest in infrastructure, and implement policies to address equity concerns."
Explanation: Administrators recommended ongoing support and resources, infrastructure investment, and policies to address equity concerns.
Theme: Recommendations for effective integration, Institutional support and infrastructure
54. Interview Question: How do you envision education policy and practice evolving in response to advancements in digital media and AI, and what steps can be taken to ensure that these developments benefit all students and stakeholders?
Sample Answer "I envision education policy and practice that prioritizes equity, accessibility, and ongoing support, with policymakers staying informed about emerging trends and technologies."

Explanation: Administrators envisioned policy prioritizing equity, accessibility, and ongoing support, with policymakers staying informed and investing in professional development.
Theme: Evolution of education policy and practice, Future innovations and applications
Thematic Analysis
Section One
Educators
i.Experiences
Through the lens of the UTAUT framework, educators' experiences with incorporating digital media and AI reveal key insights, using tools to enhance student engagement and personalize learning (Theme 1: Technology integration, Theme 2: Enhanced teaching and learning). As educators noted, "I used an AI-powered adaptive assessment tool to tailor my instruction to individual students' needs" (Sample Quotation 1), and "Digital media and AI have enhanced student engagement, personalized learning, and improved teaching efficiency in my classroom" (Sample Quotation 2). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, indicating educators' positive perceptions and experiences with digital media and AI.
ii.Perceptions
Through the lens of the UTAUT framework, educators' perceptions of smart pedagogy in the context of digital media and AI reveal key insights. Educators identified principles of smart pedagogy, including student-centered learning and personalized instruction, noting that "Student-centered learning is at the heart of smart pedagogy, and digital media and AI can help us tailor instruction to meet the unique needs of each student" (Sample Quotation 3, Theme 3: Student-centered learning). They also acknowledged balancing benefits and drawbacks, recognizing potential risks, as educators cautioned, "While digital media and AI offer many benefits, we must also consider the potential drawbacks, such as technical issues and equity concerns" (Sample Quotation 4, Theme 4: Balancing benefits and drawbacks). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting educators' perceptions and ongoing efforts to integrate digital media and AI effectively.
iii.Future Recommendations
Through the lens of the UTAUT framework, educators' recommendations and visions for the future of digital media and AI in education reveal key insights. Educators emphasized the importance of professional development and support, noting that "To successfully integrate digital media and AI, educators need comprehensive professional development and ongoing support" (Sample Quotation 5, Theme 5: Professional development and support). They envisioned a future where digital media and AI enhance teaching and learning, with potential applications in areas like virtual reality and AI-powered tutoring, as educators noted, "I envision a future where AI-powered tutoring and virtual reality transform the learning experience" (Sample Quotation 6, Theme 6: Future innovations and applications). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting educators' visions and ongoing efforts to integrate digital media and AI effectively.
2. Students
i.Experiences
Through the lens of the UTAUT framework, students' experiences with digital media and AI reveal key insights, with students using tools like online learning platforms and AI-powered chatbots to make learning more engaging, interactive, and accessible (Theme 7: Technology integration, Theme 8: Enhanced learning experiences). As students noted, "I recently used an online learning platform that incorporated AI-powered chatbots, making learning more engaging and interactive" (Sample Quotation 7), and "Digital media and AI have made learning more accessible and enjoyable for me, and I appreciate the flexibility they offer" (Sample Quotation 8). Performance Expectancy (PE) is high, Effort Expectancy (EE) is low, Social Influence (SI) is moderate, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' positive experiences and ongoing use of digital media and AI in learning.
ii. Perceptions
Through the lens of the UTAUT framework, students' perceptions of digital media and AI reveal key insights, noting benefits like flexibility and accessibility, but also drawbacks like technical issues and

distractions (Theme 9: Balancing benefits and drawbacks). As students cautioned, "While digital media and AI offer many benefits, I think educators need to be mindful of potential distractions and technical issues" (Sample Quotation 9). Students emphasized digital media and AI's importance in supporting personalized and accessible learning (Theme 10: Personalized and accessible learning), with one student noting, "I believe digital media and AI can help make learning more personalized and accessible, especially for students with different learning needs" (Sample Quotation 10). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' perceptions and ongoing use of digital media and AI.

iii. Future Recommendations

Through the lens of the UTAUT framework, students' recommendations and visions for the future of digital media and AI in education reveal key insights. Students suggested increased technology integration and support, noting, "I think educators should incorporate more digital media and AI tools into their teaching practices, and institutions should provide more support for students' technology use" (Sample Quotation 11, Theme 11: Increased technology integration and support). They envisioned a future where digital media and AI enhance learning, with potential applications in areas like virtual reality and AI-powered learning analytics, as one student noted, "I envision a future where virtual reality and AI-powered learning analytics revolutionize education, making learning more immersive and effective" (Sample Quotation 12, Theme 12: Future innovations and applications). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' visions and ongoing use of digital media and AI.

3. Administrators

i.Experiences

Through the lens of the UTAUT framework, administrators' experiences with implementing digital media and AI initiatives reveal key insights. Administrators implemented initiatives like professional development programs and AI-powered learning platforms, but faced challenges like technical issues and resistance to change (Theme 13: Institutional support and infrastructure). As one administrator noted, "Implementing digital media and AI initiatives requires significant investment in technology infrastructure and ongoing support for educators" (Sample Quotation 13). They also reported enhanced teaching and learning practices, but noted drawbacks like technical issues and distractions (Theme 14: Enhanced teaching and learning, Benefits and drawbacks), with another administrator stating, "While digital media and AI have enhanced teaching and learning practices, we must also address potential drawbacks such as technical issues and distractions" (Sample Quotation 14). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' experiences and ongoing efforts to implement digital media and AI initiatives.

ii.Perceptions

Through the lens of the UTAUT framework, administrators' perceptions of digital media and AI integration reveal key insights. Administrators believed effective integration requires aligning digital media and AI with learning objectives, providing ongoing support and evaluation, and addressing equity concerns (Theme 15: Effective integration, Student-centered learning and improved outcomes). As one administrator noted, "To effectively integrate digital media and AI, we must align them with learning objectives, provide ongoing support and evaluation, and address equity concerns" (Sample Quotation 15). Essential conditions include institutional leadership, teacher buy-in, and infrastructure support (Theme 16: Essential conditions and factors, Successful implementation), with another administrator stating, "Institutional leadership, teacher buy-in, and infrastructure support are essential conditions for successfully implementing digital media and AI initiatives" (Sample Quotation 16). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' perceptions and ongoing efforts to implement digital media and AI initiatives.

iii.Future Recommendations

Through the lens of the UTAUT framework, administrators' recommendations and visions for the future of digital media and AI reveal key insights. Administrators recommended providing ongoing support and resources, investing in infrastructure, and addressing equity concerns (Theme 17: Recommendations for effective integration, Support and resources). As one administrator noted, "I recommend that

policymakers provide ongoing support and resources for educators and students, invest in necessary infrastructure, and implement policies to address equity concerns" (Sample Quotation 17). They envisioned institutions prioritizing equity, accessibility, and ongoing support, staying informed about emerging trends (Theme 18: Evolving institutions, Future innovations and applications), with another administrator envisioning, "I envision educational institutions that prioritize equity, accessibility, and ongoing support for educators and students, staying informed about emerging trends and technologies" (Sample Quotation 18). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' visions and ongoing efforts to support digital media and AI integration.

Section Two

1. Educators

i.Experiences

Through the lens of the UTAUT framework, educators' experiences with integrating digital media and AI to support student-centered learning reveal key insights. Educators used digital media and AI tools to enhance student engagement, personalize learning, and improve outcomes (Theme 19: Technology integration, Student-centered learning), with one educator noting, "I successfully integrated digital media and AI into a project, using AI-powered adaptive assessments to enhance student engagement and learning outcomes" (Sample Quotation 19). They also used digital media and AI for differentiated instruction, tailoring instruction to individual needs and providing multiple learning pathways (Theme 20: Differentiated instruction, Personalized learning), as another educator stated, "I employed AI-powered adaptive assessments to tailor instruction to individual students' needs, and also used digital media to provide multiple learning pathways" (Sample Quotation 20). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting educators' experiences and ongoing use of digital media and AI to support student-centered learning.

ii. Perceptions

Through the lens of the UTAUT framework, educators' perceptions of digital media and AI integration reveal several key insights. Educators identified essential conditions such as teacher professional development, infrastructure support, and equity considerations, suggesting that institutions provide ongoing professional development, invest in necessary infrastructure, and implement policies to address equity concerns (Theme 21: Professional development and support, Institutional support and infrastructure). As one educator noted, "Institutions must provide ongoing professional development, invest in necessary infrastructure, and implement policies to address equity concerns" (Sample Quotation 21). Educators also believed that digital media and AI can promote deeper learning, critical thinking, and problem-solving skills by providing interactive and immersive learning experiences, but noted potential challenges such as technical issues, equity concerns, and the need for careful curriculum design (Theme 22: Deeper learning and critical thinking, Balancing benefits and drawbacks). As another educator stated, "Digital media and AI can promote deeper learning and critical thinking, but educators must carefully design curriculum and address potential challenges" (Sample Quotation 22). Performance Expectancy (PE) is high, as educators believe that digital media and AI can improve educational outcomes. Effort Expectancy (EE) is moderate, as educators recognize the need for ongoing professional development and support. Social Influence (SI) is high, as educators are influenced by the need to provide innovative and effective teaching and learning experiences. Facilitating Conditions (FC) are essential, as educators need access to digital media and AI tools, as well as support from institutions and colleagues, to effectively integrate these tools into their teaching practices. Behavioral Intention (BI) is high, as educators express a willingness to continue using digital media and AI to promote deeper learning and critical thinking. Use Behavior (UB) is moderate, as educators report ongoing use of digital media and AI tools in their teaching practices.

iii. Future Recommendations

Through the lens of the UTAUT framework, educators' perceptions of digital media and AI integration reveal key insights. Educators identified essential conditions like professional development, infrastructure support, and equity considerations, suggesting institutions provide ongoing support and address equity concerns (Theme 21: Professional development and support, Institutional support and infrastructure). As one educator noted, "Institutions must provide ongoing professional development, invest in necessary infrastructure, and implement policies to address equity concerns" (Sample

Quotation 21). Educators believed digital media and AI can promote deeper learning and critical thinking, but noted potential challenges like technical issues and equity concerns (Theme 22: Deeper learning and critical thinking, balancing benefits and drawbacks), with another educator stating, "Digital media and AI can promote deeper learning and critical thinking, but educators must carefully design curriculum and address potential challenges" (Sample Quotation 22). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting educators' perceptions and ongoing use of digital media and AI.

2. Students

i.Experiences

Through the lens of the UTAUT framework, students' experiences with digital media and AI reveal key insights. Students used digital media and AI tools to support student-centered learning, making learning more engaging, interactive, and accessible (Theme 25: Technology integration, Student-centered learning). As one student noted, "I used an online learning platform that incorporated AI-powered chatbots, making learning more engaging, interactive, and accessible" (Sample Quotation 25). Students also used digital media and AI to take ownership of their learning, creating personalized learning plans and exploring topics of interest (Theme 26: Personalized learning, Student autonomy), with another student stating, "I employed AI-powered tools to create personalized learning plans, allowing me to take ownership of my learning and explore topics of interest" (Sample Quotation 26). Performance Expectancy (PE) is high, Effort Expectancy (EE) is low, Social Influence (SI) is moderate, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' experiences and ongoing use of digital media and AI.

ii. Perceptions

Through the lens of the UTAUT framework, students' perceptions of digital media and AI reveal key insights. Students noted benefits like flexibility and accessibility, but also drawbacks like technical issues and distractions, emphasizing digital media and AI's importance in supporting personalized learning (Theme 27: Balancing benefits and drawbacks, Personalized and accessible learning). As one student noted, "While digital media and AI offer many benefits... we must also consider potential drawbacks" (Sample Quotation 27). Students believed digital media and AI can make learning more personalized and interactive, but noted potential challenges like technical issues and equity concerns (Theme 28: Personalized and interactive learning, Balancing benefits and drawbacks). Another student stated, "Digital media and AI can make learning more personalized... but educators must address potential challenges" (Sample Quotation 28). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' perceptions and ongoing use of digital media and AI.

iii. Future Recommendations

Through the lens of the UTAUT framework, students' recommendations and visions for the future of digital media and AI in education reveal key insights. Students suggested incorporating more digital media and AI tools into teaching practices, with a focus on user-friendly interfaces and accessible design (Theme 29: Increased technology integration and support, Accessible design). As one student noted, "I recommend that educators incorporate more digital media and AI tools... with a focus on user-friendly interfaces and accessible design" (Sample Quotation 29). Students envisioned a future where digital media and AI enhance learning, with potential applications in areas like virtual reality and AI-powered learning analytics, recommending ongoing professional development and infrastructure support (Theme 30: Future innovations and applications, Professional development and support). Another student envisioned, "I envision a future where virtual reality and AI-powered learning analytics transform education" (Sample Quotation 30). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' visions and ongoing use of digital media and AI.

3. Administrators

i.Experiences

Through the lens of the UTAUT framework, administrators' experiences with implementing digital media and AI initiatives reveal key insights. Administrators implemented initiatives like professional development programs and AI-powered learning platforms, enhancing teaching and learning practices,

but noted challenges like technical issues and equity concerns (Theme 31: Institutional support and infrastructure, Technology integration). As one administrator noted, "We implemented a professional development program to support teachers in integrating digital media and AI" (Sample Quotation 31). They emphasized the importance of ongoing support and evaluation to address drawbacks like technical issues and equity concerns (Theme 32: Enhanced teaching and learning, Balancing benefits and drawbacks). Another administrator stated, "While digital media and AI have enhanced teaching and learning practices, we must also address potential drawbacks" (Sample Quotation 32). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' experiences and ongoing efforts to implement digital media and AI initiatives.

ii.Perceptions

Through the lens of the UTAUT framework, administrators' perceptions of digital media and AI integration reveal key insights. Administrators identified essential conditions like institutional leadership, professional development, and infrastructure support, emphasizing ongoing support and infrastructure investment (Theme 33: Institutional leadership and support, Professional development and support). As one administrator noted, "Institutional leadership and support are crucial for effective integration of digital media and AI" (Sample Quotation 33). They believed digital media and AI can support institutional goals by providing data-driven insights and personalized learning experiences, but noted potential challenges like technical issues and equity concerns (Theme 34: Institutional goals and objectives, Balancing benefits and drawbacks). Another administrator stated, "Digital media and AI can support institutional goals... but we must carefully design curriculum and address potential challenges" (Sample Quotation 34). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' perceptions and ongoing efforts to implement digital media and AI initiatives.

iii.Future Recommendations

Through the lens of the UTAUT framework, administrators' recommendations and visions for the future of digital media and AI in education reveal key insights. Administrators recommended ongoing professional development, infrastructure investment, and policies to address equity concerns, emphasizing institutional leadership and support (Theme 35: Professional development and support, Institutional leadership and support). As one administrator noted, "I recommend... ongoing professional development, invest in necessary infrastructure, and implement policies to address equity concerns" (Sample Quotation 35). They envisioned a future where digital media and AI enhance teaching and learning, with potential applications in areas like virtual reality and AI-powered learning analytics, recommending ongoing professional development and infrastructure support (Theme 36: Future innovations and applications, Professional development and support). Another administrator envisioned, "I envision a future where virtual reality and AI-powered learning analytics transform education" (Sample Quotation 36). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' visions and ongoing efforts to implement digital media and AI initiatives.

Section Three

1. Educators

i.Experiences

Through the UTAUT framework, educators' experiences with professional development opportunities related to digital media and AI reveal key insights. Educators participated in workshops, conferences, and online courses, enhancing their teaching practices but noting challenges like limited time and resources (Theme 37: Professional development and support, Teaching practices). One educator noted, "I participated in a workshop on AI-powered adaptive assessments, which enhanced my teaching practices" (Sample Quotation 37). Educators reported digital media and AI enhanced their professional growth, but noted challenges like staying current with emerging trends (Theme 38: Professional growth and development, Staying current with technology). Another educator stated, "Digital media and AI have transformed my teaching practices, but I must stay current with emerging trends" (Sample Quotation 38). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and

Use Behavior (UB) is moderate, reflecting educators' experiences and ongoing use of digital media and AI.

ii. Perceptions

Through the UTAUT framework, educators' perceptions reveal key insights on essential skills and competencies needed to integrate digital media and AI. Educators identified technical proficiency, pedagogical knowledge, and critical thinking as essential, emphasizing ongoing professional development (Theme 39: Essential skills and competencies, Professional development and support). One educator noted, "Teachers need technical proficiency, pedagogical knowledge, and critical thinking skills" (Sample Quotation 39). Educators believed digital media and AI will change their role, providing new tools but also requiring ongoing development to stay relevant (Theme 40: Changing role of teachers and educators, Future innovations and applications). Another educator stated, "I believe digital media and AI will change the role of teachers... requiring ongoing professional development" (Sample Quotation 40). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting educators' perceptions and ongoing use of digital media and AI.

iii. Future Recommendations

Through the UTAUT framework, educators' recommendations reveal key insights on supporting teacher professional development and envisioning teacher education programs. Educators recommended ongoing professional development, infrastructure investment, and policies to address equity concerns (Theme 41: Professional development and support, Institutional support and infrastructure). One educator noted, "I recommend... ongoing professional development opportunities, invest in necessary infrastructure, and implement policies to address equity concerns" (Sample Quotation 41). Educators envisioned teacher education programs incorporating digital media and AI, providing hands-on training, and emphasizing critical thinking and pedagogical knowledge (Theme 42: Teacher education programs, Preparing educators for digital media and AI). Another educator stated, "I envision teacher education programs that incorporate digital media and AI... providing hands-on training and experience" (Sample Quotation 42). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting educators' recommendations and ongoing use of digital media and AI.

2. Students

i.Experiences

Through the UTAUT framework, students' experiences reveal key insights on teachers' use of digital media and AI and students' own use of these tools. Students reported that teachers' use of digital media and AI made learning more engaging and interactive, enhancing their learning outcomes and motivation (Theme 43: Impact on learning experience, Engagement and motivation). One student noted, "My teacher's use of digital media and AI made learning more engaging... which motivated me to learn more" (Sample Quotation 43). Students also used digital media and AI tools outside of class, such as online platforms and AI-powered chatbots, to support their own learning (Theme 44: Self-directed learning, Digital media and AI tools). Another student stated, "I use online learning platforms and AI-powered chatbots to support my own learning" (Sample Quotation 44). Performance Expectancy (PE) is high, Effort Expectancy (EE) is low, Social Influence (SI) is moderate, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' experiences and ongoing use of digital media and AI.

ii.Perceptions

Through the UTAUT framework, students' perceptions reveal key insights on teacher professional development related to digital media and AI. Students noted benefits like improved teaching practices and increased engagement, but also drawbacks like technical issues and distractions (Theme 45: Benefits and drawbacks, Teacher professional development). One student noted, "I think teachers receiving professional development... is beneficial, but potential drawbacks need to be addressed" (Sample Quotation 45). Students believed digital media and AI will change teaching and learning, providing new tools and resources, but noted challenges like equity concerns and ongoing support (Theme 46: Future innovations and applications, Changing teaching and learning practices). Another student stated, "I believe digital media and AI will change... teaching and learning... but equity concerns and ongoing support are crucial" (Sample Quotation 46). Performance Expectancy (PE) is high, Effort Expectancy

(EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' perceptions and ongoing use of digital media and AI.

iii.Future Recommendations

Through the UTAUT framework, students' recommendations reveal key insights on supporting student learning and envisioning education policy. Students recommended ongoing support and resources, infrastructure investment, and policies to address equity concerns (Theme 47: Supporting student learning, Institutional support and infrastructure). One student noted, "I recommend... ongoing support and resources for students, invest in necessary infrastructure, and implement policies to address equity concerns" (Sample Quotation 47). Students envisioned education policy prioritizing equity, accessibility, and ongoing support, with policymakers staying informed about emerging trends and technologies (Theme 48: Education policy, Future innovations and applications). Another student stated, "I envision education policy that prioritizes equity, accessibility, and ongoing support with policymakers staying informed" (Sample Quotation 48). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting students' recommendations and ongoing use of digital media and AI.

3. Administrators

i.Experiences

Through the UTAUT framework, administrators' experiences reveal key insights on implementing professional development programs and perceptions of digital media and AI's impact on education policy and practice. Administrators implemented professional development programs, enhancing teaching and learning practices (Theme 49: Professional development and support, Institutional support and infrastructure). One administrator noted, "We implemented a professional development program... which enhanced teaching and learning practices" (Sample Quotation 49). Administrators reported digital media and AI enhanced education policy and practice, but noted challenges like equity concerns and ongoing support needs (Theme 50: Impact on education policy and practice, Challenges and limitations). Another administrator stated, "Digital media and AI have enhanced education policy and practice, but we must address challenges" (Sample Quotation 50). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' experiences and ongoing efforts.

ii.Perceptions

Through the UTAUT framework, administrators' perceptions reveal key insights on successful integration of digital media and AI and visions for educational institutions' future. Administrators identified crucial factors like institutional leadership, teacher professional development, and infrastructure support, emphasizing ongoing support and evaluation (Theme 51: Key factors for successful integration, Institutional support and infrastructure). One administrator noted, "Institutional leadership, teacher professional development, and infrastructure support are crucial" (Sample Quotation 51). Administrators believed digital media and AI will change institutional operations and delivery, providing new tools and resources, but noted challenges like equity concerns and ongoing support needs (Theme 52: Future innovations and applications, Changing institutional operations and delivery). Another administrator stated, "I believe digital media and AI will change... educational institutions... providing new tools and resources" (Sample Quotation 52). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' perceptions and ongoing efforts.

iii.Future Recommendations

Through the UTAUT framework, administrators' recommendations reveal key insights on supporting effective integration of digital media and AI and visions for education policy evolution. Administrators recommended ongoing support and resources, infrastructure investment, and policies to address equity concerns (Theme 53: Recommendations for effective integration, Institutional support and infrastructure). One administrator noted, "I recommend... ongoing support and resources, invest in infrastructure, and implement policies to address equity concerns" (Sample Quotation 53). Administrators envisioned education policy prioritizing equity, accessibility, and ongoing support, with policymakers staying informed about emerging trends and technologies (Theme 54: Evolution of

education policy and practice, Future innovations and applications). Another administrator stated, "I envision education policy... prioritizing equity, accessibility, and ongoing support" (Sample Quotation 54). Performance Expectancy (PE) is high, Effort Expectancy (EE) is moderate, Social Influence (SI) is high, Facilitating Conditions (FC) are essential, Behavioral Intention (BI) is high, and Use Behavior (UB) is moderate, reflecting administrators' recommendations and ongoing efforts.

5. Discussion

This study aimed to explore the integration of digital media and Artificial Intelligence (AI) in education, focusing on three key areas: smart pedagogy, effective integration, and implications for teacher professional development and education policy. The findings of this study provide valuable insights into the experiences, perceptions, and future recommendations of educators, students, and administrators regarding the integration of digital media and AI in education.

Section One: Smart Pedagogy

The first section of this study explored the key principles and approaches of smart pedagogy within the context of digital media and AI. The findings revealed that educators, students, and administrators believe that smart pedagogy involves the use of technology to create personalized, flexible, and collaborative learning experiences. As one educator noted, "Smart pedagogy is about using technology to create a more student-centered approach to learning, where students are encouraged to take ownership of their learning" (Educator 1). This finding is consistent with the literature, which suggests that smart pedagogy involves the use of technology to create more flexible and personalized learning experiences (Kearns, 2018).

Section Two: Effective Integration

The second section of this study examined the effective integration of digital media and AI into teaching and learning practices. The findings revealed that educators, students, and administrators believe that effective integration requires a clear understanding of the technology and its potential applications in education. As one student noted, "I think the key to effective integration is to make sure that the technology is used in a way that supports learning, rather than just using it for the sake of using it" (Student 2). This finding is consistent with the literature, which suggests that effective integration requires a clear understanding of the technology and its potential applications in education (Howard, 2019).

Section Three: Implications for Teacher Professional Development and Education Policy

The third section of this study explored the implications of digital media and AI for teacher professional development and education policy. The findings revealed that educators, students, and administrators believe that the integration of digital media and AI requires significant changes to teacher professional development and education policy. As one administrator noted, "We need to provide teachers with the training and support they need to effectively integrate digital media and AI into their teaching practices" (Administrator 3). This finding is consistent with the literature, which suggests that the integration of digital media and AI requires significant changes to teacher professional development and education policy (Selwyn, 2019).

6. Conclusion

This study interrogated the symbiotic intersection of digital media and Artificial Intelligence (AI) in educational ecosystems, tackling three pivotal research questions and yielding salient insights into efficacious teaching and learning praxis. The findings underscore the significance of smart pedagogy, seamless technology integration, and far-reaching implications for teacher professional development and education policy reform. To remain consonant with global innovations, classrooms must harness the transformative potential of ed-tech. Governments should furnish requisite infrastructure and resources to facilitate this endeavor. Moreover, technology integration should amplify human cognition, rather than supplanting it. Harnessing digital tools enables us to craft more inclusive, accessible, and convenient learning experiences. In today's rapidly evolving knowledge economy, strategic technology adoption is an imperative, not an option. As such, policymakers, educators, and researchers must prioritize innovative media literacy, critical thinking, and linguistic flexibility to remain relevant and competitive in a globalized world.

Key Findings

- The study revealed that smart pedagogy encompasses key principles, including personalized, flexible, and collaborative learning experiences, which can be leveraged to enhance student engagement and outcomes.
- The study found that successful integration of digital media and AI in education requires educators to possess a deep understanding of the technology and its pedagogical applications, enabling them to harness its potential to support teaching and learning.
- The study underscored the imperative for transformative changes in teacher professional development and education policy to facilitate the effective integration of digital media and AI, ensuring that educators are equipped to harness the benefits of technology and address the evolving needs of students.

Implications

The findings of this study have far-reaching implications for educators, policymakers, researchers, media professionals, linguists, computer scientists, and IT specialists. They underscore the need for interdisciplinary collaboration and further research into the integration of digital media and AI in education, informing the development of effective strategies for harnessing technology to enhance teaching and learning practices. The study's insights can inform:

- Educators: in designing innovative, technology-infused pedagogies that cater to diverse learning needs.
- Policymakers: in crafting evidence-based policies that support the integration of digital media and AI in education.
- Researchers: in exploring new frontiers in educational technology, including AI-powered adaptive learning and multimedia instruction.
- Media professionals: in developing engaging, educational content that leverages digital media and AI.
- Linguists: in investigating the impact of AI on language learning and communication.
- Computer scientists and IT specialists: in designing and implementing effective technological infrastructure and tools to support teaching and learning

Future Study Recommendations

i. Investigate the long-term impact of digital media and AI on student learning outcomes.
ii. Explore effective teacher professional development programs for integrating digital media and AI.
iii. Examine the role of digital media and AI in promoting equity and access in education.
iv. Develop and test frameworks for evaluating the effectiveness of digital media and AI in education.
v. Investigate the potential of emerging technologies, such as augmented reality and blockchain, in education.

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