

Study on the Transformation of Teacher Roles in Broadcasting and Hosting Education under the Influence of AIGC Technology

Jiameng Liu

Liaoning Communication University, Shenyang, Liaoning, 110000, China

Abstract. With the rapid advancement of Artificial Intelligence Generated Content (AIGC), the landscape of broadcasting and hosting education is undergoing a significant transformation. This study explores how the integration of AIGC tools—such as AI-generated scripts, voice synthesis, and intelligent feedback systems—has impacted the traditional roles of educators in this specialized field. Through qualitative interviews and case analysis, the research reveals that teachers are shifting from being primary content providers and vocal models to becoming facilitators, content curators, and human-AI collaborators. While AIGC enhances instructional efficiency and provides diversified resources, it also raises challenges related to professional identity, emotional engagement, and pedagogical agency. The findings suggest that a hybrid teaching model—where human expertise and AI capabilities are balanced—can better serve the evolving demands of media education. This paper offers strategic recommendations for supporting educators through targeted training and systemic adaptation in the AIGC era.

Keywords: AIGC; Teacher Role Transformation; Broadcasting and Hosting Education; AI-assisted Teaching; Human-AI Collaboration; Media Pedagogy.

1. Introduction

In recent years, the rapid evolution of Artificial Intelligence Generated Content (AIGC) has significantly reshaped the landscape of higher education. Technologies such as natural language generation, text-to-speech synthesis, and AI-based content creation tools are increasingly integrated into teaching and learning environments across various disciplines. Within the field of broadcasting and hosting education, where expressive language, vocal performance, and improvisational skills are core competencies, the rise of AIGC brings both unprecedented opportunities and profound challenges. Unlike traditional media training methods, AIGC technologies can now generate sample scripts, simulate speech delivery with near-human prosody, and offer personalized feedback based on performance analytics, thereby altering the conventional dynamic between teachers and students.

As AIGC tools take on roles once exclusively held by instructors—such as providing practice materials, demonstrating tonal variations, or evaluating oral performance—the traditional teacher-centered model is being gradually transformed. Instructors are no longer the sole sources of knowledge and evaluators of skill; instead, their roles are shifting toward those of facilitators, curators, and learning experience designers. This transformation compels educators to rethink their instructional approaches and to embrace new pedagogical responsibilities, including guiding students in selecting reliable AI tools, interpreting AI-generated feedback critically, and cultivating humanistic and ethical sensibilities that AI cannot replicate.

Given the unique demands of broadcasting and hosting education, which emphasizes authenticity of voice, spontaneity, and human expression, the integration of AIGC raises crucial questions about the evolving role of teachers in this domain. It is essential to explore how teachers perceive these changes, adapt their methodologies, and redefine their professional identities in response to the encroachment of intelligent content creation systems. While AIGC may enhance efficiency and personalization in certain instructional tasks, its broader impact on pedagogy and teacher agency remains underexplored—especially in specialized disciplines that hinge on voice, personality, and cultural context.

This study aims to examine the transformation of teachers' roles in broadcasting and hosting education under the influence of AIGC technologies. By analyzing practical teaching scenarios, collecting qualitative data from instructors, and reviewing recent developments in AI-assisted media education, this research seeks to offer both theoretical insights and actionable recommendations. Ultimately, understanding this transformation is critical not only for aligning pedagogical strategies with emerging technologies but also for ensuring that the essence of human-centered communication remains at the heart of broadcasting and hosting education..

2. Literature Review

The integration of Artificial Intelligence (AI) technologies into education has been widely discussed in recent years, with particular attention to their role in reshaping traditional pedagogical models. Within this discourse, AIGC—Artificial Intelligence Generated Content—has emerged as a transformative force, enabling machines to autonomously generate language, audio, and multimedia content. Scholars have noted that AIGC tools such as ChatGPT, Synthesia, and ElevenLabs are not only altering how students access and process information but are also redefining how teachers design and deliver instruction (Zawacki-Richter et al., 2019). These tools offer personalized learning pathways, automate routine feedback processes, and even replicate human voice characteristics, thus extending their applicability to creative and performance-based disciplines.

Existing research on teacher roles in AI-integrated classrooms often centers around general education or STEM fields, where AI is used to supplement analytical tasks or automate grading. In these contexts, studies have identified a shift from "knowledge transmitters" to "learning facilitators" and "data interpreters" (Luckin et al., 2016). Teachers are increasingly expected to mediate between algorithmic outputs and human understanding, requiring new competencies in digital literacy, ethical judgment, and instructional design. However, research focusing on AIGC's impact within arts and communication disciplines—especially those relying heavily on vocal performance and emotional nuance—remains relatively limited.

In the context of media and communication education, some scholars have begun to explore how AI-generated content is influencing creative writing, journalism, and video production. For example, recent studies have examined the use of AI to generate radio scripts, simulate voiceovers, and enhance media presentation training (Gong & Zhang, 2023). These applications are particularly relevant for broadcasting and hosting programs, where students are trained to deliver content with clarity, emotional resonance, and spontaneity. Yet, few studies have specifically addressed how the increasing use of AIGC tools impacts the pedagogical responsibilities and authority of educators in this field.

Moreover, research on the psychological and professional responses of teachers to AIGC integration is still emerging. While some educators embrace the efficiency and creativity offered by AIGC tools, others express concern over diminished instructional autonomy, potential devaluation of expertise, and the erosion of teacher-student relational dynamics (Williamson & Eynon, 2020). These tensions are further amplified in disciplines where the teacher's voice, presence, and performance serve as central pedagogical tools—characteristics deeply embedded in broadcasting and hosting education.

To date, most existing literature has either examined AIGC from a technical standpoint or focused on student-centered outcomes. There remains a critical gap in understanding how educators in performance-driven fields like broadcasting are navigating the changes brought about by AIGC. Specifically, there is a need for empirical studies that investigate how teachers reinterpret their roles, adapt their teaching strategies, and balance human mentorship with machine assistance. This study seeks to address that gap by focusing on the real-world experiences of broadcasting and hosting instructors who are actively engaging with AIGC tools in their teaching practices.

3. Methodology

This research adopts a qualitative approach, supported by empirical data collection, to capture the nuanced experiences of educators navigating AIGC integration in their teaching. A case study design is employed to explore real-world applications and role transformations within specific institutional contexts.

3.1 Participants

Participants will include broadcasting and hosting educators from selected universities and media academies that have adopted AIGC tools (such as AI voice synthesis platforms or AI script generators) in their curriculum. Purposeful sampling will be used to ensure representation across varying levels of teaching experience and AIGC familiarity.

3.2 Data Collection

Two primary methods will be used:

Semi-structured Interviews: In-depth interviews with educators will explore their perceptions, experiences, and role adjustments in AIGC-assisted teaching environments. Questions will focus on practical use cases, perceived benefits, and professional concerns.

Document and Curriculum Analysis: Course syllabi, training materials, and AIGC-enhanced lesson plans will be reviewed to understand how teaching content and teacher responsibilities have been restructured.

Optional: A supplemental survey may be distributed to gather broader quantitative insights regarding teacher attitudes, skill development needs, and AIGC usage frequency.

3.3 Data Analysis

Thematic analysis will be applied to interview transcripts and document data. Recurring patterns, contradictions, and unique insights will be coded and categorized under dimensions such as "pedagogical adaptation," "teacher identity," "collaboration with AI," and "emotional response to change."

3.4 Ethical Considerations

All participants will be informed of the research purpose and will provide informed consent. Data will be anonymized to protect individual and institutional identities.

4. Findings and Analysis

The findings of this study reveal a multifaceted transformation in the roles of teachers engaged in broadcasting and hosting education under the influence of AIGC technologies. Data collected through interviews and document analysis suggest that educators are experiencing both disruption and opportunity as they navigate the integration of AI-generated content into their teaching practices. The analysis is structured around four key themes: role displacement and redefinition, pedagogical adaptation, emotional and professional responses, and the emergence of collaborative human-AI instruction.

4.1 Role Displacement and Redefinition

One of the most consistent findings is that traditional teacher roles—such as the exclusive authority on content delivery, vocal modeling, and scriptwriting—are being partially displaced by AIGC tools. Educators reported that students increasingly use AI platforms to generate practice scripts, simulate professional speech patterns, and even receive automated pronunciation feedback. As a result, the teacher is no longer the primary content creator or demonstrator, but instead is repositioned as a

content curator and quality evaluator, responsible for verifying the appropriateness and accuracy of AI-generated materials.

For example, several instructors mentioned shifting their focus from demonstrating script reading techniques to guiding students on how to modify AI-generated text for emotional depth and contextual relevance. This shift represents a clear movement from knowledge transmitter to critical thinking facilitator.

4.2 Pedagogical Adaptation and Methodological Change

Educators have also begun adapting their instructional methods to leverage AIGC technologies more effectively. Rather than viewing AI as a threat, some teachers are integrating it into lesson design—using it to create diverse practice materials, offer real-time pronunciation comparisons, or simulate professional media scenarios.

This evolution has encouraged a more student-centered, exploratory learning model, wherein the teacher acts as a learning designer. Students are guided to experiment with multiple versions of content generated by AI, and then reflect on style, tone, and performance delivery. This pedagogical shift requires teachers to become AI-literate educators, comfortable with facilitating learning that blends human creativity and machine efficiency.

4.3 Emotional and Professional Responses

Despite acknowledging the benefits of AIGC, many educators expressed concern over the erosion of professional identity. Some felt that their expertise—especially in vocal training and expressive delivery—was being undervalued as AI tools became more prominent in the classroom. This sense of professional displacement was especially pronounced among veteran instructors less familiar with digital tools.

However, others saw AIGC as an opportunity to liberate teaching time from repetitive tasks and redirect energy toward higher-order skills development, such as critical media literacy, emotional expression, and ethical content interpretation. These contrasting responses highlight a divide in teacher readiness and underscore the need for targeted professional development.

4.4 Emergence of Human-AI Collaborative Teaching Models

A noteworthy trend among more adaptive educators is the emergence of human-AI collaborative teaching models. In these settings, AIGC tools are treated as “assistants” rather than replacements. Teachers leverage AI to enhance instruction—such as simulating different vocal styles or analyzing speech tempo—while retaining authority over feedback, emotional nuance, and contextual judgment. This model reframes the teacher as a mediator between technology and learning, balancing innovation with the irreplaceable human aspects of communication.

In particular, teachers reported that while AIGC could simulate tone and pronunciation, it lacked the capacity to teach authenticity, cultural nuance, or spontaneity—skills that remain central to broadcasting and hosting. Therefore, the new teacher role is one of strategic integration—knowing when to rely on AIGC and when to intervene with human experience and insight.

5. Discussion

The findings of this study highlight that AIGC technology is not merely a tool supplementing traditional instruction in broadcasting and hosting education, but a catalyst for reimagining the teacher's professional identity and instructional role. As AIGC continues to infiltrate key components of the curriculum—such as script creation, voice modeling, and feedback mechanisms—teachers are increasingly pushed to transition from performers and content providers to designers of learning experiences and curators of authentic expression.

This transformation aligns with broader educational theories that predict a shift from teacher-centered to learner-centered paradigms in AI-enhanced environments (Laurillard, 2012). In the case of broadcasting and hosting education, where human interaction, improvisation, and vocal expression are critical, the teacher's value is redefined rather than diminished. While AIGC can offer precision, speed, and variety, it lacks the emotional intelligence and situational awareness that human educators provide. Thus, teachers remain essential—not as conveyors of rote content, but as critical interpreters, emotional mentors, and ethical guides in a technology-mediated learning space.

However, the discussion also underscores notable challenges. The psychological resistance from some educators stems not only from unfamiliarity with AI tools but also from a deeper concern over professional displacement and the devaluation of human artistry. These anxieties suggest that institutional support structures—such as targeted training, peer collaboration, and recognition of hybrid teaching skills—are necessary to help educators transition confidently into their evolving roles.

Furthermore, the emergence of human-AI collaboration models indicates a path forward that leverages the strengths of both entities. Such models advocate a balanced approach: using AIGC to streamline practice and access, while reserving the more nuanced elements of instruction—like cultural context, vocal emotion, and communicative authenticity—for human facilitation. In this model, the teacher does not compete with technology but rather orchestrates its application to maximize educational outcomes.

6. Conclusion

This study has explored the shifting landscape of teacher roles in broadcasting and hosting education under the growing influence of AIGC technology. It has shown that AIGC tools are transforming not only teaching materials and delivery methods but also the fundamental position of the educator within the classroom. Teachers are transitioning from authoritative content providers to facilitators, designers, and collaborators who guide students through AI-supported learning environments.

While the integration of AIGC presents significant pedagogical opportunities—such as increased efficiency, customization, and access to diversified content—it also brings challenges related to professional identity, ethical concerns, and skill development. Teachers must be supported in developing new competencies that allow them to critically engage with AI outputs, preserve the authenticity of human communication, and foster the uniquely human elements of performance education.

Ultimately, this transformation should not be seen as a threat to traditional education but as a call to evolve. The future of broadcasting and hosting education lies in a hybrid model where human expertise and AIGC capabilities coexist, each reinforcing the other. Embracing this paradigm shift will empower educators to remain central—if not more vital—within the rapidly changing landscape of digital-era media education.

References

- [1] Gong, Y., & Zhang, H. (2023). The application of artificial intelligence in media education: Opportunities and challenges. *Journal of Media and Communication Research*, 17(1), 55-68.
- [2] Laurillard, D. (2012). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
- [3] Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson Education.
- [4] Williamson, B., & Eynon, R. (2020). Historical threads, missing links, and future directions in AI in education. *Learning, Media and Technology*, 45(3), 223-235.

- [5] Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education-Where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1), 1-27.