AI + Film and Television IP-driven Private Media Curriculum Innovation Research

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Abstract

With the rapid development of artificial intelligence technology and the increasingly mature film and television IP industry chain, media education is facing profound pressure of change. As an important force in the cultivation of media talents, private colleges and universities are flexible in mechanism, but they also face resource constraints and transformation difficulties. This paper discusses the path and mechanism of ' AI + film and television IP ' driving the innovation of private media courses, analyzes its positive impact on the renewal of teaching content, the cultivation of practical ability and the integration of production and education, and puts forward corresponding curriculum reform strategies for practical challenges such as teachers, resources and ethics. The research shows that the systematic integration of AI tools and IP operation thinking into the curriculum system is an effective way to improve the quality of private media education and enhance students ' employment competitiveness.

Keywords

Artificial Intelligence; Video IP; Private Universities; Media Courses; Teaching Innovation.

1. Introduction

In recent years, artificial intelligence technology has deeply penetrated into all aspects of film and television content production. From script generation, role design to audience analysis, AI is reshaping the creative logic and business model of the film and television industry. At the same time, as the core asset of the content industry, the development and operation of film and television IP has become an important growth point of the media industry. In this context, media education needs to respond to the dual challenges brought by technological change and industrial transformation. As an important force in the cultivation of media talents in China, private colleges and universities have the characteristics of flexible mechanism and rapid response, and have the natural advantage of taking the lead in exploring the innovation of ' AI + film and television IP ' course. However, most of the current private media courses are still based on traditional theoretical teaching, lack of systematic introduction of emerging technologies, and lack of in-depth understanding of the IP industry chain. How to systematically integrate AI technology and film IP concept into the curriculum system and promote the comprehensive innovation of teaching content, methods and training links has become an urgent practical problem to be solved. This paper intends to analyze this core issue and explore the specific path and guarantee mechanism of curriculum innovation.

2. The Positive Impact of AI + Film and Television IP-driven Media Curriculum Innovation

2.1. Improve the Cutting-edge and Practicality of Teaching Content

Traditional media courses focus on film and television history, communication theory, basic production and other content, which is difficult to meet the actual needs of the industry for compound talents. After the introduction of AI technology, the course can cover cutting-edge modules such as intelligent script generation, AI-assisted editing, and virtual character modeling. At the same time, combined with the film and television IP development process, students can systematically learn practical skills such as IP evaluation, cross-media narrative, and fan economic operation. For example, in the course of " Film and Television Script Writing, " teachers can guide students to use AI tools to generate script outlines and use IP heat data for market suitability analysis. The update of such teaching content effectively narrows the gap between classroom teaching and industry practice.

2.2. Stimulate Students ' Creative and Practical Ability

The application of AI technology not only reduces the technical threshold of content creation, but also provides students with more sufficient space for trial and error and iteration. In the course design, students can use AI tools to quickly generate storyboards, split-lens scripts or trailer materials of various styles, and then compare and optimize them. At the same time, the film and television IP-driven curriculum emphasizes project-based learning, and students need to develop cross-media development around specific IP, such as adapting online novels into short dramas, animations or interactive games. This process not only exercises students ' content production ability, but also improves their teamwork and project management ability.

2.3. Promote the Integration of Production and Education and Employment Docking

The direction of ' AI + film and television IP ' naturally has the attribute of industrialization, which is convenient for private colleges and universities to establish cooperative relations with film and television companies, IP operating institutions and platform enterprises. Specifically, the school can introduce real enterprise projects, and the student team can complete IP evaluation, market research, publicity and planning tasks with the help of AI. This ' course is project ' teaching mode enables students to accumulate industry experience during school and significantly enhance their employment competitiveness. At the same time, enterprises can also identify and cultivate potential talents in advance through curriculum cooperation to achieve mutual benefit and win-win situation between schools and enterprises.

3. The Realistic Challenges Faced by AI + Film and Television IP Curriculum Innovation

3.1. Lack of Teachers and Teaching Resources

AI technology and film and television IP operation are highly practical fields, which require teachers to have interdisciplinary knowledge structure and industrial experience. However, at present, private colleges and universities generally lack teachers with both technical cognition and industry background. Most teachers have a good theoretical foundation, but lack real project development experience. In addition, the cost of obtaining teaching resources such as AI tools, copyright databases, and IP case libraries is relatively high, while the budget of private colleges and universities is relatively limited, which objectively restricts the depth and breadth of curriculum innovation.

3.2. The Curriculum System Lacks Systematic Integration

When introducing AI or IP-related content, some colleges and universities have a tendency of ' fragmentation '. For example, only a small amount of AI content is added to an elective course, and there is a lack of systematic integration from training objectives, curriculum group design to teaching evaluation. This scattered way of knowledge transfer makes it difficult for students to build a complete knowledge chain, and it is impossible to comprehensively apply the skills learned in real projects. The structural defects of the curriculum system are one of the key factors restricting the improvement of teaching effect.

3.3. Students ' Technological Dependence and Ethical Risks

The convenience of AI tools may lead to students ' over-reliance and weaken their independent creative ability. After long-term use of AI auxiliary tools, some students ' ability to conceive independently and generate ideas has declined. In addition, the copyright ownership of AI generated content and the original boundary problem in the process of film and television IP adaptation need to be clearly guided in the course. If there are no corresponding ethical education and normative constraints, it is easy to produce academic misconduct or legal risks.

4. Reflections on the Innovation of AI + Film and Television IP-Driven Media Courses

4.1. Build a ' Technology + Content + Industry ' Trinity Curriculum System

Private colleges and universities should systematically reconstruct the media curriculum system around the dual-core driving concept of ' AI + film and television IP ' . It is suggested that the course should be divided into three levels : basic layer, application layer and expansion layer. A logical progressive relationship should be formed between courses at all levels and connected through penetrating project practice. After the end of each module, students are organized to participate in the production of real project fragments of the enterprise, so as to realize the combination of learning and practice and the application of learning. [1] For example,' AI + IP Innovation Workshop' can be set up to provide students with continuous project incubation and guidance support. Only by constructing a complete and systematic curriculum system can we realize the organic unity of knowledge imparting, ability training and quality improvement.

4.2. Promote the Deep Integration of Production and Education and the Co-Construction of Teachers

In order to ensure the implementation of the ' artificial intelligence + curriculum ' teaching improvement roadmap, it is necessary to establish a stable, flexible and win-win community of interests. [2] In the face of the realistic constraints of insufficient teachers and resources, private colleges and universities should actively introduce enterprise tutors and industry engineers to participate in curriculum design and teaching implementation, and build a ' double-qualified ' teaching team. At the same time, full-time teachers are encouraged to participate in enterprise practice or AI tool training to continuously improve their technical application ability. In terms of teaching resources, cooperation with copyright platforms and data service providers can be established to obtain desensitized IP heat data or AI tool authorization, and open source resources can be used to reduce operating costs. The integration of industry and education should not stay on the surface of cooperation, but should be embedded in the whole process of curriculum development, teaching implementation and quality evaluation. College teachers of all kinds of film and television majors can combine their own professional expertise to obtain corresponding attention on the short video platform, so as to maximize the transformation of professional knowledge. [3]

4.3. Strengthen Students ' Ethical Literacy and Critical Thinking

In the curriculum system, special modules such as ' AI and media ethics ' and ' IP law and compliance ' are added to guide students to correctly understand the auxiliary positioning of technical tools and clarify the boundary between originality and plagiarism. Through case analysis, moot court, ethical debate and other teaching forms, students ' judgment and sense of responsibility in the real creative environment are improved. The application of technological tools should take human creativity as the core, and ethical education should become a necessary part of curriculum innovation. Only in this way can we cultivate high-quality media talents who know both technology and humanities.

5. Conclusion

In summary, the deep integration of AI technology and film and television IP provides an important opportunity for the innovation of private media courses. By constructing a systematic curriculum system, deepening the integration of production and education, and strengthening ethical education, private colleges and universities are expected to find a development path with differentiated advantages in the reform of media education. Although the practical constraints of teachers and resources exist objectively, these difficulties are not insurmountable through mechanism innovation and resource integration. In the future, with the continuous evolution of technology and the continuous updating of industrial models, the curriculum system driven by ' AI + film and television IP ' will also be iteratively optimized to cultivate more applied talents with innovative and practical abilities for China 's media industry.

Acknowledgments

The author sincerely appreciates the support for the project of “AI + film and television IP-driven private media curriculum innovation (LMJX2026099)” for the educational scientific research of Liaoning Provincial Private Education Association.

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