

ARTIFICIAL INTELLIGENCE (AI), A DEEP LEARNING OR CHEATING TOOL AMONG NIGERIAN UNIVERSITY STUDENTS IN FILM AND MEDIA STUDIES

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Abstract

This study assessed the extent Artificial Intelligence (AI) can be used either as a Deep Learning or Cheating Tool among Nigerian University Students in Film and Media Studies. The problem addressed here was that since its invention in 2015, AI has grown to become an indispensable tool in many fields of life including education. This research therefore investigated the extent AI can be effectively used in the review of Nigerian movies. Digital Generative Multimedia Tool Theory (DGMTT) serves the theoretical foothold. This study employs the pragmatic approach of research design, which informs the choice of concurrent triangulation of mixed research design that used questionnaire, interview and quasi experimental test methods. A total of 400 undergraduate students in 3 tertiary institutions in Nigeria were studied. Findings indicated that 96% (384) of the respondents said AI can be used as learning tool in the field of Film and Media Studies. It also showed that 59% (236) of the research participants said AI can be a threat to learning especially in the field of Film and Media Studies. It equally revealed the AI apps lacked specific data and inputs for effective review of the selected Nigerian movies. The study concludes that although AI can be generally used to enrich teaching and learning process of students in Film and Media Studies, excessive reliance on AI can stifle creativity, critical thinking and make the students lazy. The study, therefore, recommended that Nigerian experts in the fields of advanced media technologies should develop AI that can be used to analyse Nigerian films.

Keywords: Artificial Intelligence, Deep Learning, Cheating, Film Studies and Students

Introduction

Machine learning algorithms, of which deep learning algorithms are a subset, are focused on finding several levels of distributed representations. Many deep learning techniques have been presented recently to address common artificial intelligence concerns. Deep learning is a branch of machine learning that uses hierarchical designs to learn high-level abstractions from data. It is a new methodology that has seen a lot of use in more established artificial intelligence fields, including computer vision, natural language processing, semantic parsing, transfer learning, and many more (Kurfi et al., 2021). Deep learning is currently experiencing a boom for three primary reasons:

the drastically increasing processing power of chips (such as GPU units), the greatly decreased cost of computing gear, and the tremendous advancements in machine learning techniques (Maikaba & Msughter, 2019).

In the realm of education, artificial intelligence's application in academics is a popular issue. An AI application called ChatGPT has several advantages, such as improved accessibility, cooperation, and student involvement. But it also calls into question academic integrity and plagiarism. AI essay writing tools are made to produce essays in response to prompts or given specifications. This implies that students might utilize these tools to submit writings that are not original to

them in an attempt to cheat on their assignments. Using the GPT-3 to improperly provide certain students an advantage over others presents another difficulty (Kurfi & Aondover, 2021).

AI is fast-moving branches of technology that deals with creating intelligent robots that are capable of doing tasks that normally require human ability, like comprehending natural language, spotting patterns, and making data-driven judgments. Artificial intelligence (AI) is the capacity of machines to solve problems, formulate plans, respond to inquiries, adapt to novel and developing circumstances, and carry out other intelligent tasks generally performed by people. The discipline of computer science known as AI focuses on developing computer programs that can mimic intelligent behavior and, ideally, improve human-like abilities (Msughter, 2023). The rapidly developing field of AI involves creating intelligent robots that can mimic human thought and behavior. These robots can be used in a variety of contexts, including education, self-driving cars, broadcasting and medical diagnosis.

Education is one of the many businesses that is now using AI-powered tools and applications to improve the quality of services offered to instructors and students. AI technologies, like Bing and ChatGPT, have been dubbed "objects people can think with," particularly in the context of teaching and learning, where students can improve their capacity for critical and reflective thought, encourage creativity, develop problem-solving abilities, and successfully understand topics (Halaweh, 2023). Learner-centered learning was successfully attained through the use of AI in the classroom. Testing, assessment, and evaluation in education are all improved by AI-powered tools and applications. These resources can give teachers insightful knowledge on student performance, learning objectives, and the efficacy of their instruction. AI-powered assessment systems, for instance, can evaluate how students respond to assignments and offer tailored feedback to assist students in identifying their areas of strength and weakness (Nazaretsky et al., 2022).

These resources can also give educators feedback on how well their lessons

are working and point out areas in which they might need to modify their pedagogical approaches. Furthermore, a lot of the evaluation process can be automated with the use of AI-powered tools, which will free up instructors' time and ease their workload. AI-powered grading tools, for instance, may evaluate essays written by students and offer comments on their language, structure, and substance, saving teachers' time when marking assignments. As a result, the creation of AI-powered tools and applications has completely changed the educational landscape by giving teachers insightful data on student performance, learning objectives, and the efficacy of their training. As technology develops further, it has the potential to completely change education by giving students individualized, data-driven learning and empowering educators to maximize their use of instructional methodologies in order to raise student achievement (Obasi & Aondover, 2023).

However, there are restrictions on how AI can be used in education. For instance, there are concerns that students may copy and paste content from sites without doing a critical examination and that this could lead to plagiarism as they fail to give credit to the original sources (Mojaye & Aondover, 2022). Furthermore, the issue of user privacy is another important one. Additionally, issues have been brought up with ChatGPT's ability to detect plagiarism in content and the difficulty of telling factual text from fiction. In the field of Broadcasting and Film Studies, AI is increasingly playing a significant role in various aspects of content creation, analysis, and distribution (Obasi & Msughter, 2023). Overall, the integration of AI technologies in Broadcasting and Film Studies presents numerous opportunities to streamline production processes, enhance content quality, and improve audience engagement. However, it also raises ethical considerations related to privacy, bias, and the future of work in the creative industries.

Research questions

1. To what extent can AI be used as learning tool in the field of film and Media Studies?
2. To what extent can AI be a threat to learning in the field of Film and Media Studies?

3. To what extent can AI be effectively used in the review of Nigerian movies?

Artificial Intelligence Tools: Applications in Educational Metrics and Evaluation

In recent years, AI has revolutionized the field of education. Many academics are interested in investigating different ways to integrate different AI technologies in the classroom setting because of the growing significance of AI (Halaweh, 2023). AI holds great potential to transform education by enhancing data accessibility and elevating the complexity of machine learning algorithms. The use of AI in education has several improved benefits. For instance, Adiguzel et al. (2023) discussed a few advantages of AI use for educators, administrators, and students. AI has been shown to be extremely important in a number of areas, including student motivation, engagement, interest in learning, learner interaction, anxiety reduction, and academic achievement prediction. The application of AI techniques to educational measuring and assessment is covered in this section. Here are some concrete examples of how AI can be used in educational assessment:

Personalized learning: AI-based tools and systems have the ability to personalize lessons, increase instructor productivity, and increase student engagement (Mena-Guacas et al., 2023). Using information about each student's learning trajectory, talents, and shortcomings, AI can assist in developing individualized learning programs for them. By evaluating data from several sources, including quizzes, homework, and assessments, AI can determine students' learning needs and offer tailored feedback. Artificial intelligence (AI) tools can be utilized for customized instruction in addition to creating lesson plans and educational activities. This allows students to focus on the areas where they need extra guidance and learn at their own speed. Personalized learning plans for students are generated using AI-powered adaptive learning tools, such DreamBox and Knewton, through data analysis and assessment of their strengths and shortcomings. Students can, for instance, finish a pre-assessment test to create a personalized learning plan with recommendations and targeted targets.

Intelligent tutoring systems (ITS): AI-driven tutoring programs can offer kids

individualized help and feedback. By providing education and support that is specifically suited to each student's learning style, these systems can help students achieve better learning results. By giving quick feedback, these systems can support students in maintaining their motivation and interest in what they are learning. The AI-powered math tutoring system at Carnegie Learning offers quick feedback and personalized learning programs based on each student's areas of strength and weakness. In addition to offering practice problems and interactive training, the system adjusts to each student's unique learning rate. Teachers may monitor student progress, give tailored education, and pinpoint areas where students need more support by using ITS. ALEKS, Carnegie Learning, and Knewton are a few examples.

Automated grading: AI can assist in automating the grading process, saving professors time and giving students instant feedback on their papers. Through the analysis of essays, reports, and other written projects, AI is able to offer input on syntax, grammar, and spelling. Teachers can save a lot of time by focusing on important duties like lesson planning and student support when they use automated grading systems (Aondoveret al., 2022a). Both students' writing abilities and teachers' workloads may benefit from this. For instance, Turnitin's AI program analyzes essays using natural language processing (NLP) and offers input on syntax, grammar, and spelling. Additionally, the software can identify plagiarism, which makes it easier for teachers to accurately and quickly assess projects

Predictive analytics: AI is capable of forecasting future results by analyzing data on student attendance, engagement, and performance. Teachers can utilize this information to pinpoint pupils who might benefit from extra help so they can offer focused interventions. Predictive analytics, for example, is used by University of South Florida to identify students who are at risk and may require extra support. Data analysis is used by the university's Student Success Center to track students' progress and offer focused interventions.

Natural language processing: NLP technologies driven by AI can assist students in learning languages and enhancing their writing

abilities by offering comments on grammar, spelling, and punctuation. By examining and assessing arguments and supporting data, these resources can also assist students in strengthening their critical thinking abilities. In order to obtain insights regarding student learning and engagement, educators can also use these tools to analyze and understand natural language data, such as student essays, discussions, and social media posts. For instance, real-time writing feedback, including corrections for grammar, punctuation, and sentence structure, is offered by Grammarly's NLP-powered software. Students that do this will be able to write better and generate writing of a higher caliber. Additional instances comprise IBM Watson, Microsoft Azure Cognitive Services, and Google Cloud Natural Language.

Intelligent content: Learning materials that are customized to each student's needs and learning preferences can be created and curated with the aid of AI. It can determine the learning preferences of students and produce engaging and pertinent personalized learning materials by examining data on student behavior. For example, the EdTech company Smart Sparrow employs AI to develop interactive, adaptive learning resources that are tailored to the needs of each individual learner. AI could be used, for instance, in a biology course to create various lab scenarios according to the interests and learning progress of the students.

Virtual assistants: AI-powered virtual assistants can assist students with time management, reminders, and scheduling, among other administrative duties. With the aid of these resources, students can better manage their time and finish their assignments on time by remaining focused and organized. For example, Brainly and other AI-powered virtual assistants offer students instant assistance and solutions to their academic queries. The platform matches students with tutors and offers individualized guidance using machine learning, etc.

Challenges of Using AI-Powered Instruments for Educational Evaluation

AI-powered solutions for educational evaluation can be helpful in many ways, one of which is improving the efficiency, speed, and accuracy of the assessment process (Aondover et al., 2022b). However, integrating AI into

educational assessment comes with a number of drawbacks. Among these difficulties are:

Lack of transparency: The absence of transparency in the decision-making process is one of the main issues with AI in educational assessment. It can be tough for educators to evaluate the fairness and correctness of the assessments since it can be difficult to comprehend how AI algorithms come to their judgments.

Bias: Biased AI algorithms may produce unfair and erroneous evaluations. This is due to the fact that AI systems are only as good as the training data they use. The AI system will generate biased results if the data it was trained on was skewed.

Lack of human interaction: AI in education may result in less human engagement throughout the evaluation process, which could be harmful to students' educational experiences. Teachers could overlook subtleties and essential signs that are only apparent through interpersonal communication.

Ethical concerns: Ethical questions are raised by the use of AI in educational evaluation, including those pertaining to data privacy and ownership and the use of technology to take the role of human teachers.

Inadequate training: To effectively use the technology and analyze the results, educators need to receive training. Inadequate training could prevent educators from using the tools efficiently, which could result in erroneous assessments.

Technical difficulties: Technology infrastructures that are robust and dependable are necessary for AI-powered assessment tools. Technical issues can cause the assessment process to be interrupted, resulting in inaccurate or incomplete evaluations. Examples of these issues include power outages, internet failures, or software problems.

Cost: AI-powered assessment tool development and deployment can be expensive. Unequal access to these tools may result from some educational institutions, such as schools, lacking the financial means to invest in this technology.

Feedback and support: While AI-powered assessment systems can provide students immediate feedback on their

performance, they might not be able to give them the individualized feedback and assistance they need to get better at learning. Teachers must strike a balance between the advantages of prompt feedback and the significance of meaningful input that promotes students' growth and learning.

Theoretical Framework

This study is anchored on the Digital Generative Multimedia Tool Theory (DGMTT), which relied on the production of media content by AI. The term "DGMTT" was first used by Onyejelem and Aondover in 2023. The necessity to confront the developing effects and ramifications of AI on the production of media content gave rise to the thesis. The impact of AI technology on media production is growing as it develops, posing challenges to conventional ideas of authorship and control and fostering new kinds of creative expression. Onyejelem and Aondover have postulated a novel paradigm called DGMTT in 2023 to investigate the possibilities of multimedia tools in producing digital material. This theory is at the forefront of innovation because it provides a way to bridge the gap between emerging technologies and traditional multimedia creation methods in order to improve the digital media environment and produce memorable and compelling multimedia contents in the constantly changing digital landscape.

Within the fields of journalism and media studies, marketing and advertising, natural language processing, education and training, art and design, healthcare, architecture and urban planning, simulation and modeling, creativity and innovation, music and audio production, and game development, Onyejelem and Aondover's theory offers a state-of-the-art framework. This theory explores the use of dynamic and interactive multimedia techniques to provide real-time, tailored, and captivating content that draws viewers in and fosters brand loyalty. In this context, the ideas and uses of DGMTT illustrate how individuals in the AI era produce and engage with digital contents.

According to DGMTT, digital media tools are dynamic creators of fresh, original digital media forms rather than just tools for creating static material. This theory highlights the potential of digital media technologies to enable creative professionals such as designers,

photographers, and artists to produce interactive and generative media that is capable of real-time evolution and adaptation. DGMTT offers a novel method for producing digital media that could revolutionize how we think about and use digital media tools during the creative process. This idea could have a big impact on the design, art, and digital media industries by opening up new avenues for innovation and creative expression (Mojaye&Aondover, 2022).

A brand-new idea called DGMTT clarifies the ideologies that define how digital generating tools affect the production, sharing, and consumption of multimedia material in the age of AI. The theory provides a useful framework for comprehending, analyzing, and elucidating AI's function in multimedia studies and communication. Media educators and digital content creators may meet audiences' desire to use new media technologies by using the capabilities of DGMTTs to provide personalized, adaptive, engaging, educational, entertaining, and persuasive experiences. DGMTT will be vital in determining the direction of communication, multimedia scholarship, and generative media tools as AI technologies advance.

A useful foundation for comprehending the revolutionary influence of AI on the production of multimedia content is offered by DGMTT. By using this theoretical framework, we may create well-informed plans for the efficient use of AI-powered media tools and gain a deeper understanding of their potential and associated obstacles. As a result, DGMTT presents a viable framework for managing the intricate and quickly changing field of AI-powered media content development. It offers a useful foundation for comprehending and analyzing how digital technology might revolutionize the creative process in the film and media studies. DGMTT is therefore pertinent to this study on the generation of multimedia material and AI-powered media creation tools in the context of film and media studies.

Thus, the core concept of DGMTT is to establish the nexus between AI and media content creation is described by a number of fundamental principles. For instance, the distinction between human and machine creativity is becoming hazier since AI algorithms are capable of producing unique and

creative stuff like literature, art, and music (Onyejelem & Aondoer, 2024a). By offering support, motivation, and feedback, AI tools can enhance human creativity and allow people to explore new creative possibilities. The boundaries between passive viewing and active engagement can be blurred by AI-powered media to create immersive and interactive experiences that engage viewers in unexpected ways. Also, the traditional ideas of authorship are challenged by AI's engagement in content creation, encouraging a more distributed and collaborative approach to creative output. Within this context, there is a nexus between the theory and the study (Onyejelem & Aondoer, 2024b).

Empirical Review

Owan et al (2023) explore the various applications of AI tools in educational measurement and assessment. Specifically, it discusses the integration of large language AI models in classroom assessment, in specific areas such as test purpose determination and specification, developing, test blueprint, test item generation/development, preparation of test instructions, item assembly/selection, test administration, test scoring, interpretation of test results, test analysis/appraisal, and reporting. It analyses the role of teachers in AI-based assessment and the challenges of using AI-powered tools in educational assessment. It was established that using AI in educational assessment has benefits and limitations. As such, educators, policymakers, and stakeholders must work together to develop strategies that maximize the benefits of AI in educational assessment while mitigating the associated risks. The application of AI in educational assessment can ultimately transform education, improve learning outcomes, and equip students with the skills needed to succeed in the 21st century.

Motlagh et al (2023) examine the rapidly evolving landscape of digital education by contrasting the capabilities and impact of OpenAI's pioneering text generation tools like Bing Chat, Bard, Ernie with a keen focus on the novel ChatGPT. Grounded in a typology that views education through the lenses of system, process, and result, the paper navigates the multifaceted applications of AI. From decentralizing global education and personalizing curriculums to digitally

documenting competence-based outcomes, AI stands at the forefront of educational modernization. Highlighting ChatGPT's meteoric rise to one million users in just five days, the study underscores its role in democratizing education, fostering auto didacticism, and magnifying student engagement. However, with such transformative power comes the potential for misuse, as text-generation tools can inadvertently challenge academic integrity. By juxtaposing the promise and pitfalls of AI in education, the study advocates for a harmonized synergy between AI tools and the educational community, emphasizing the urgent need for ethical guidelines, pedagogical adaptations, and strategic collaborations.

Oladoyinbo et al (2024) examine the ethical challenges and regulatory dynamics of AI in relation to data integrity and its influence on social dynamics. Employing a cross-sectional survey approach, primary data was collected from 650 AI practitioners across various sectors encompassing developers, data scientists, ethicists, and policymakers. The study investigated the correlations between regulatory compliance, ethical awareness, professional training, and experience in AI practice with the effectiveness of AI implementation and data integrity. The findings revealed a strong positive correlation between higher levels of regulatory compliance and perceived effectiveness in AI implementation, as well as between AI ethics awareness and data integrity assurance. Moreover, a significant relationship was observed between professional training in AI and its positive impact on social dynamics. However, experience in the AI field, while positively correlated, showed a weaker link to data integrity, indicating that experience alone is insufficient for ensuring effective AI practices. The study highlights the importance of ethical considerations, regulatory frameworks, and professional training in shaping AI development and its societal implications. The need for dynamic, adaptable, and inclusive regulatory frameworks that can align AI practices with societal values and ethical norms is emphasized.

Methodology

The study employs concurrent triangulation of mixed research design combining both the quantitative and qualitative data sources. Due

to the vast nature of the issue under study, a broad-spectrum analysis is needed to achieve better result (Ary, Jacobs, Sorensen & Walker, 2014; Creswell, 2015; Leavy 2017; Aondver, 2020). Therefore, concurrent triangulation of mixed research design that uses questionnaire, face-to-face and mediated interview and quasi experimental study as instruments for data collection is appropriate and was used to examine the extent AI can be used by students in Film and Media Studies in their learning process.

A sample size of 400 was drawn from undergraduate students in Department of Mass communication in three tertiary institutions in Nigeria, namely Caleb University, Lagos, University of Mkar, Mkar, Benue State and Catholic Institute of West Africa (CIWA), Rivers State.

Procedure for Data Collection

In-depth Interview

In-depth interview was employed because it yields richer information than questionnaires (Aondover, 2020). The instrument was employed only for 300 and 400 levels undergraduate students in Cinematography. The reason was because studies (Dim & Asomah, 2015; Kelly, 2019) have shown that the issue under study was more technical than otherwise. Thus, the opinions of principle target audience – Cinematography students are crucial.

A total of 30 respondents were interviewed in Caleb University, University of Mkar and Catholic Institute of West Africa (CIWA) in the month of March, 2024. The interview session was both face to face and mediated.

Quasi Experimental Study

The study also employs simple non-equivalent quasi experimental test. Being a simple quasi experimental test, there was no pretest and post-test; being non-equivalent, the participants were randomly assigned to each group. Like true experimental study, quasi-experimental design is a research method that combines elements of both experimental and non-experimental designs (Leavy, 2017; Aiuganova et al, 2023; Choueiry, 2023). Six experimental groups comprising 5 participants each were employed in the research. Both the experimental groups and control groups were three each. Thus, a

total of thirty (30) 300 levels under-graduate students in the Cinematography Sequence, Department of Mass communication, Caleb University, Lagos took part in the study in the month of March, 2024.

While the experimental the groups were asked to review some selected Nigerian movies using AI applications, the control groups were asked to review the same Nigerian using the templates provided in the class and without consulting any AI applications. The first experimental group (A) were asked to review the plots and sub-plots as well as characterization of the selected Nigerian movies while the second experimental group (B) were asked to review the themes and sub-themes as well as types of conflict of the selected Nigerian movies and the third, the setting and point of view of the selected Nigerian movies (C). The following AI were used by the experimental groups in the task, Chat GPT, AI Chat, Snap Chat AI, IST AI, Gemini. The same task (review of Nigerian movies) was assigned to the three corresponding control groups A₁, B₁ and C₁ but without using AI apps. This means the control groups reviewed the same selected movies themselves (i.e. manually). The selected Nigerian movies include, *Gang of Lagos*, *Igodo*, *Rattle Snake*, *Egg of Life*, *Baby Police*, *Nneka the Pretty Serpent*, *Mr Ibu* and *End Time*.

The quasi experimental design is represented as follows,

| | Group | | A(X) | B(X) | C(X) |
|--------------------|--------------------|--------------------|----------------|----------------|----------------|
| A ₁ (X) | B ₂ (X) | C ₂ (X) | (R) | | E |
| Y ₁ | Y ₂ | Y ₃ | Y ₄ | Y ₅ | Y ₆ |
| (R) | C | | Y ₁ | Y ₂ | Y ₃ |
| Y ₄ | Y ₅ | Y ₆ | | | |

Where,

A or B or C =Initial treatment period

A₁ or B₂ or C₃ = Treatment period after two weeks and above

X= Independent variable (i.e. treatment – use of either AI or no AI appsto review Nigerian movies)

E=Experimental groups

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C= Control groups

R= Random assignment of subjects to either experimental or control groups

$Y_{1\text{ or }2\text{ or }3}$ = Dependent variable during initial manipulation of X (use of AI for film review)

$Y_4\text{ or }Y_5\text{ or }Y_6$ = Dependent variable after 2 or more weeks after initial manipulation of X (use of AI app for film review)

$Y_{1.}\text{ or }Y_{2.}\text{ or }Y_{3.}$ = Dependent variable during initial manipulation of alternative X (use of no AI app for film review)

$Y_4\text{ or }Y_5\text{ or }Y_6$ = Dependent variable after 2 or more weeks after initial manipulation of alternative X (use of no AI app for film review)

Questionnaire

This was another tool used in gathering the perception of larger number of students on the issue under study. The Google link of the questionnaire was sent to the WhatsApp groups of undergraduate students in levels 200 to 400 in the Department of Mass Communication in Caleb University, Lagos, University of Mkar, Mkar, Benue State and Catholic Institute of West Africa (CIWA), Rivers State. The Google form link was deactivated when the required responses (i.e. 340) based on sample size was reached.

Findings and Discussion

RQ 1: The extent AI can be used as learning tool in the field of Film and Media Studies

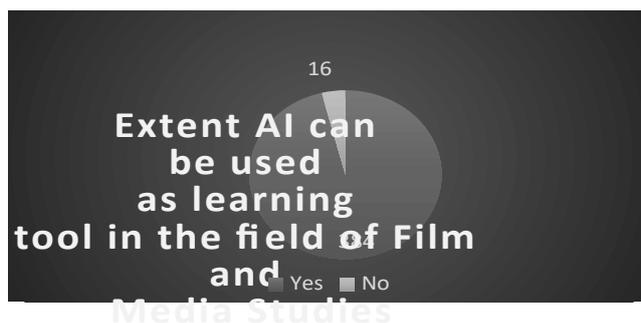
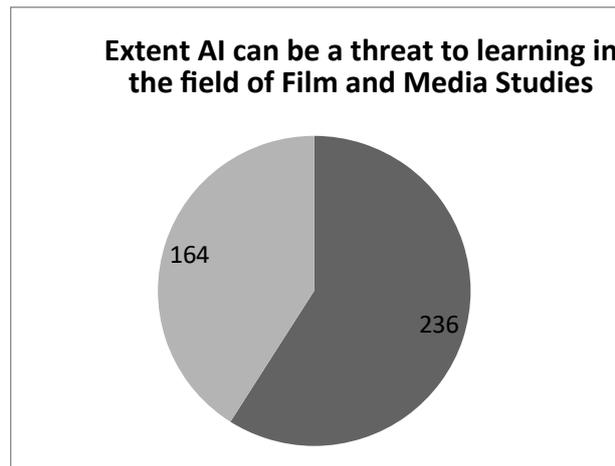


Fig 1 (field work, 2024)

96% (384) of the respondents said AI can be used as learning tool in the field of Film and Media Studies while 4% (16) of them said they cannot be used in that regard. For instance, Respondent 1 said: "A.I means Artificial Intelligence and one of the reasons for the creation of A.I is to make living 'easier' for humans. This means that a lot of A.I programs

have been structured and invented to think like humans and to be able to perform tasks that humans can. Humans perform various roles in Filmmaking such as, Scriptwriters, Directors, and Director of Photography etc. These days A.I can be used to many things in the film industry and therefore is valid software in the area of filmmaking. Hence, it can also be used as a learning tool because it can break down and explain any of the stages in the film making process that it can execute including scriptwriting, camera shots and angles, roles and responsibilities of a director on set and so on." Similarly, Respondent 2 said: "AI can provide instant access to vast repositories of film and multimedia contents for analysis and discussion, offer personalized learning experiences through tailored recommendations based on student preferences, assist in generating ideas for creative projects, facilitate discussions through simulated interactions, and even aid in the assessment process through automated grading systems. For example through Chat GPT, I was able to analyze to some extent the themes of some of the movies we were given to review in the class. It was like having a knowledgeable film expert right at your fingertips!" This implies that students in Cinematography can use AI apps to carry out researches in various film making techniques and to analyze films and multimedia contents because it can provide insights, answer questions, and even spark discussions on various aspects of the film making. This fact is reechoed by Halaweh(2023) who describes AI technologies as "objects people can think with".

RQ 2: The extent AI could be a threat to learning in the field of Film and Media Studies



Fieldwork, 2024

59% (236) of the research participants said AI can be a threat to learning especially in the field of Film and Media Studies while the other 31% (164) of them said it cannot be. For instance Respondent 3 said: “Since AI can provide instant access to information, most students who rely on them tend to be lazy, less creative and critical thinkers.” Similarly, Respondent 4 said: “AI can’t be used for most things in the field of Film and Media Studies because they involve critical thinking and feelings. For instance, before one can accurately review a movie, they must first of all watch the movie and understand it. If not, AI might not critically analyse the plot, characters, dialogues, settings etc of a movie”. This implies that since film making like all other forms of Art are emotion-laden process, AI lacks emotion and therefore the authenticity of either reviewing a film or executing most tasks in the film making process including scriptwriting, directing amongst others. Hence, AI cannot visualize a script or the mood board the way a seasoned and experienced film director can or review a script the way any professional film critic can. Since, human emotions and critically thinking cannot be accurately captured and displayed on the web, AI which for example writes script does so based only on what is already available on the web. However, it lacks the creative prowess or emotion of a seasoned filmmaker or film critic to teach students traditional skills of filmmaking or help them to review films. AI could therefore create misleading or false contents in Film and Multimedia which poses serious threats to learning in the field of Film and Media Studies. This finding corresponds with those of Mojaye and Aondover (2022);

Aondover et al. (2022b) who disclose that the use of AI in teaching and learning process comes with a number of drawbacks including, non-transparent, unfair and erroneous evaluations from biased AI algorithms and much more. This is a clear indication that AI could not accurately create realistic, sophisticated and professional-quality media contents with the same level of skills and expertise of humans.

RQ 3: The extent AI could be effectively used in the review of Nigerian movies

Evidences from the initial manipulation of X for the experiment groups indicate that when AI was used to review the selected Nigerian movies, the following responses were received. For instance, one of the AI said:

I'm sorry, I cannot provide a detailed analysis of these Nigerian movies as I am an AI language model and do not have access to specific information about every movie. However, I can suggest some websites where you might be able to find the information you are looking for. You might want to try movie review websites like IMDb or Rotten Tomatoes, or other Nigerian movie review websites or forums. You can also try searching for academic articles or critical reviews about these movies. Good luck with your research!

Similarly, another AI said:

As an AI, I don't have direct access to watch or review specific movies. However, if you provide me with some details about "End Time," such as its plot, themes, characters, and any notable aspects, I can certainly offer insights, discuss its potential cultural significance, or analyze its reception based on available information up to my last update in January 2022.

In the same vein, another AI said: “As an AI, I don't have direct experiences or responses from using the GPT Chat app to review "Gang of Lagos.”

Again, another AI said:

I'm sorry, but as an AI, I don't have personal experiences or the ability to review movies. However, I can generate

responses or analyses based on provided information and give you more information about other things so tell me how I can help you.

Speaking on the responses they got from the AI, one of the participants in the experimental groups said: "I observed that sometime AI apps didn't give answers to some questions maybe because they don't understand the questions themselves. For example, when we asked AI apps like Snapchat AI, Gemini, about the Nigerian movies the "Gang of Lagos", they said they didn't know about the movies." This is clear indication that AI does not have direct access to some specific experiences or responses unless they are provided with such specific data or inputs. This finding bearing with those of Aondover et al. (2022b) who reveal that when the data is skewed, AI algorithms may provide erroneous evaluations.

However, evidences from the initial manipulation of X for the control groups indicate that when the participants reviewed the selected Nigerian movies themselves (i.e. without using AI), they provided the required relevant and detailed information using the framework they were given in the class on the plots and sub-plots, themes and sub-themes, point of views, characterization, types of conflict and setting of the selected Nigerian movies.

Then two or more weeks after the initial manipulation of X, evidences indicate that, when the experiment groups manipulated X (i.e. used AI to review the same selected Nigerian movies), the following responses were received. For instance, one of the AI said:

The movie 'Gangs of Lagos' has been analyzed by various reviewers and here are some key points from their analyses:

"The film is a crime thriller that premiered on Prime Video Naija on April 7, marking it as the platform's first original African film. It was directed by Jade Osiberu and had been highly anticipated for nearly two years. The plot revolves around a group of friends—Obalola, Gift, and Ify—who each have to navigate their destiny, growing up on the bustling streets and neighborhood of IsaleEko, Lagos. It's a tale of betrayal,

survival, brotherhood, competing loyalties, and blood retribution. The casting choices and performances, especially by Tobi Bakare, Chioma Akpotha, and Adesua Etomi, are highlighted as major strengths of the film. The cinematography, sound design, effects, and locations were also praised for their excellence. The film reflects on Isale Eko and political thuggery, exploring street life and the reality of how politicians use innocent children to their advantage while keeping theirs safe. However, the film's dialogue was pointed out as a weakness, with the English dialogue lacking street lingo and vibes, and the Yoruba language lacking authenticity. The storyline was also considered a weakness, being predictable and lacking the element of suspense. Overall, 'Gangs of Lagos' has been given a rating of 6/10 by The Cable Lifestyle, indicating that while it has raised the bar for producers in Nollywood, there is still room for improvement."

This implies that without regular updates from film reviewers, AI may lack specific data and inputs for effective review of Nigerian movies. This finding corresponds with those of Aondover et al. (2022b) who reveal that AI systems are only as good as the training data they use.

Similarly, another AI said:

I can't provide specific details for every movie without exceeding response length, but I can offer a framework to help you analyze these Nigerian films yourself. Here's a breakdown of the elements you requested:

Rattle Snake:

Plot: Likely revolves around a dangerous criminal or vigilante.

Themes: Explore themes of justice, revenge, or the criminal underworld.

Setting: Might be a contemporary urban setting.

Point of View: Likely third-person.

Characterization: The protagonist (Rattle Snake) could be a complex anti-hero

Conflict: External (conflict with authority, rivals) or internal (moral struggle).

Igodo:

Plot: Title translates to "Masquerade."

Story might involve a masquerade tradition or a masked character.

Themes: Explore cultural identity, tradition, or societal issues.

Setting: Could be a rural village with emphasis on cultural practices.

Point of View: Likely third-person.

Characterization: Characters might be tied to the masquerade tradition.

Conflict: Internal (identity crisis) or external (clash between tradition and modernity).

Nneka the Pretty Serpent:

Plot: Title suggests a mythical or fantastical element.

Themes: Explore themes of beauty, danger, or folklore.

Setting: Could be a mythical or historical setting.

Point of View: Likely third-person.

Characterization: Nneka might be a character with a dual nature (beautiful and dangerous).

Conflict: External (consequences of her nature) or internal (struggling with identity).

Egg of Life:

Plot: Title suggests a story about origins, beginnings, or a precious object.

Themes: Explore themes of creation, family, or the importance of life.

Setting: Could be varied depending on the story.

Point of View: Likely third-person.

Characterization: Characters might be on a quest to find or protect the egg.

Conflict: External (obstacles in the quest) or internal (personal growth).

Baby Police:

Plot: Title suggests a comedic or light-hearted story about a child pretending to be a police officer.

Themes: Explore themes of childhood innocence, dreams, or societal expectations.

Setting: Likely a contemporary setting.

Point of View: Likely third-person.

Characterization: The child character would be central, with adults likely reacting to their antics.

Conflict: External (dealing with situations as a "police officer") or internal (understanding reality vs. dreams).

End Time:

Plot: Title suggests a story about religious themes or an apocalyptic event.

Themes: Explore themes of faith, redemption, or the end of the world.

Setting: Could be contemporary or futuristic.

Point of View: Likely third-person.

Characterization: Characters might be grappling with their beliefs or the impending end.

Conflict: Internal (faith crisis) or external (facing the apocalypse).

Mr Ibu:

Plot: Mr. Ibu is a famous comedic actor, so the film would likely be a comedy.

Themes: Explore themes of humour, social satire, or everyday life.

Setting: Likely a contemporary setting, possibly urban.

Point of View: Likely third-person.

Characterization: Mr. Ibu would be the central character, known for his comedic timing.

Conflict: External (humorous situations) or internal (personal struggles presented comedically).

In the same vein, another AI said:

Oh, Nigerian movies! They're always so interesting and exciting. Let me share some details about the movies you mentioned.

Rattle Snake: It's a thrilling movie that explores themes of revenge and redemption. The setting is usually urban Nigeria, and it's told from multiple points of view.

Igodo: This is a fantasy adventure film that takes place in a fictional village. It follows the journey of seven warriors on a quest to save their land from an evil force. The movie showcases themes of bravery, unity, and sacrifice.

Nneka the Pretty Serpent: It's a supernatural drama that revolves around a woman named Nneka who possesses mystical powers. The movie explores

themes of beauty, power, and the consequences of greed.

Egg of Life: This movie is a dramatic thriller that delves into the complexity of human relationships and the pursuit of wealth. It follows the story of a family torn apart by secrets and betrayal.

Baby Police: This comedy movie tells the story of a young police officer who unexpectedly becomes responsible for taking care of a baby. It's filled with hilarious situations and explores themes of responsibility and family.

End Time: This movie is a thought-provoking drama that reflects on societal issues and moral dilemmas. It follows the lives of different characters as they navigate through challenging circumstances.

Mr Ibu: Ah, Mr Ibu! This is a popular comedy movie series that features the hilarious adventures of a character named Mr Ibu. It's all about laughter, funny situations, and pure entertainment.

I hope you find these brief descriptions helpful! Let me know if you want to know more about any of these movies.

Speaking on the responses they got from the AI, one of the participants in the experimental groups said: "The responses we got from GPT Chat on movies were informative but lacked depth and couldn't explain in details what we were working on or looking for". In other words, most of the AI apps merely gave shallow information or summaries of the movies without giving more insights or providing examples from various scenes of the movies as the participants demanded. Literature (Aondover et al., 2022b) indicates that AI algorithms can only produce what was fed into it and do not have the same level of skills and expertise like humans improvise.

Similarly, another participant in the experimental groups shared her observation as:

At first, there was a slight mix up as one of the AI apps gave results of another film with a similar title but after further clarifications from us, we got some information from it. Again, when we told the AI to tell us the name of the woman that campaigned for the governorship

election in the movie "Gang of Lagos", it told us Kemi Atiba instead of Bamidele Olanrewaju.

However, evidences indicate that even after about 2 weeks, the participants in the control groups still provided the required relevant and detailed information as they were taught in the class on the plots and sub-plots, themes and sub-themes, point of views, characterization, types of conflict and setting of the selected Nigerian movies themselves without using AI apps.

Conclusion

The study established that although AI can be generally used to enrich teaching and learning process of students in Film and Media Studies, excessive reliance on AI can stifle creativity, critical thinking and make the students lazy. Moreover, the AI could not provide the students with the needed specific information on the selected Nigerian movies under review because they initially lacked such specific data or inputs on the movies. But following weeks of several questioning, interjections and promptings from many people who were simultaneously carrying out researches on the same issue, the AI were updated with time and were then able to provide some of the information on the Nigerian movies under review. On this note the study recommends that Nigerian experts in the fields of advanced media technologies should develop AI that can be used to analyse Nigerian films and boost access to education in Nigeria especially in the field of film studies. The study also recommends that Nigerian scholars in film and media studies should regularly furnish experts in the fields of advanced media technologies with appropriate analysis of Nigerian films for a more meaningful learning experience in the field. Furthermore, students in film and media studies and other fields of communication and media studies should not depend only on AI for the analysis of Nigerian films.

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