Investigating the Challenges and Opportunities of Artificial Intelligence (AI) on Media Studies at Higher Learning: A Case Study of Uganda Martyrs University

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Abstract

The study looked at the challenges and chances that artificial intelligence brings to media studies at higher education, using Uganda Martyrs University (UMU) as an example. It focused on understanding how AI tools and technology are currently used in the media studies courses at UMU to find out what challenges and opportunities they bring. The study used the Technology Acceptance Model (TAM), which was created by Fred Davis in 1986. This model helps predict and explain why people might accept or use new technology. According to the model, two key factors influence people's willingness to use a new technology: Perceived Usefulness (PU), which is the belief that using the technology will improve job performance, and Perceived Ease of Use (PEOU), which is the belief that using the technology will be simple and straightforward. The study used a descriptive case study approach, combining both quantitative and qualitative methods. Data was gathered through questionnaires and interviews. During data collection, both simple random sampling and purposive sampling were used. A total of 52 people were selected, including students and lecturers from the Department of Journalism and Mass Communication, as well as members of the IT Department. However, only 50 of them responded, which was enough to complete the study. The findings showed that AI is being used more in media studies at Uganda Martyrs University, both in teaching and in practice. This helps students develop their creativity, personalization skills, and digital abilities. However, there are some problems, like not enough infrastructure and no official policy in place. AI technology supports content creation, data analysis, and new ways of learning, helping students prepare for future careers in media. The study suggested that Uganda Martyrs University should officially include AI in its media studies program by creating a specific course, investing in better technology, teaching AI ethics, offering ongoing training for both students and staff, and setting up a system for monitoring and getting feedback. This would help deal with any new issues and make sure AI is used responsibly and effectively in media education.

Key Terms : Artificial Intelligence, Media studies, Higher learning

1. Background of the study

The fast growth of Artificial Intelligence (AI) has changed many areas, and education and media have been greatly affected (Abed & Farrokhi, 2025). AI tools like machine learning, natural language processing, and generative algorithms are now used more often to help with communication, creativity, and work efficiency in media (Karnouskos, 2020). Many countries around the world are making big progress in using AI in education and media.

The United States, Germany, the United Kingdom, China, and South Korea are leading in this area (Sangwan, 2024). In the US, universities like Stanford and MIT have started journalism labs and programs that use AI to teach students how to tell stories with data and create new media ideas (Seo et al., 2021). In Europe, the UK and Germany are adding AI topics to their communication and journalism classes. These classes focus on media ethics, AI content, and how to spot false information (Zouhaier, 2023). In Asia, China and South Korea are leading in using AI in education by including AI in digital media courses and creating national plans to bring AI into schools (Almaiah et al., 2022). These global efforts show a shared push to update media education so graduates can handle a smart digital media world (Guns et al., 2023).

In Africa and parts of sub-Saharan Africa, like East Africa, countries such as South Africa, Kenya, Nigeria, and Ghana are slowly introducing AI into education and media studies. However, they face challenges like poor infrastructure and weak policies (Kuleto et al., 2021). South African universities have started AI research centers and media labs that focus on storytelling and digital journalism (Eryenyu et al., 2024). Kenyan and Nigerian schools are making blended courses that teach AI in online learning and use data analysis in journalism programs (Sendawula et al., 2024). Ghana is also building AI centers in universities with the goal of teaching students about AI-powered tools like voice-to-text and personalized content (Sangwan, 2024). But the slow development of policies, weak technical systems, and lack of proper training are stopping the full use of AI in African media education (Cukurova et al., 2020).

In Uganda, the use of AI in media studies and higher education is still in the early stages, but there is a gradual increase in efforts (Mukasa, 2024). One university trying to include AI in its media curriculum is Uganda Martyrs University (UMU), which is working to bring AI tools into media classes (Sendawula et al., 2024). Teachers at UMU are using AI tools like

Grammarly, ChatGPT, and Canva in writing, design, and research classes in a casual way (Kyomugisha, 2025). During the COVID-19 pandemic, universities like UMU used online learning platforms and AI-powered systems to keep education going (Nawangwe et al., 2021).

Objective

i. To identify the challenges and opportunities that artificial intelligence presents to media studies at Uganda Martyrs University.

Theoretical Framework (Technology Acceptance Model)

The Technology Acceptance Model (TAM) was created by Fred Davis in 1986 to help predict and explain why people choose to use new technologies (Natasia et al., 2022). According to this model, there are two main things that affect whether people decide to use a new technology: Perceived Usefulness (PU), which is the belief that using the technology will make their work better, and Perceived Ease of Use (PEOU), which is the belief that the technology is simple to use. These beliefs shape how people feel about the technology, which in turn affects whether they decide to use it and how much they actually use it (Granić & Marangunić, 2019).

TAM suggests that how people think about the features of a technology and their overall experience with it plays a big role in whether they adopt it. This model is important for this study because it helps explain how media lecturers and students at Uganda Martyrs University see the value and ease of using AI tools in their academic and creative work (Rafique et al., 2020). If students think AI tools like ChatGPT, Grammarly, and Canva help them learn better and make better content, and if they also think these tools are easy to use, they are more likely to use them in their media studies. TAM therefore offers a way to understand how students and teachers decide to use AI in higher education settings (Kamal et al., 2020).

2. Literature Review

Challenges posed by artificial intelligence on media studies at higher learning

One of the main problems in media studies at universities is not having enough good equipment and technology to make it easier to use AI. Eryenyu et al. (2024) point out that many universities, especially in poorer countries, don't have proper computer labs, fast

internet, or access to licensed AI software. This makes it hard for students and teachers to use AI in their learning and teaching. This gap in technology not only affects how good the education is but also makes it harder for students in rural areas to keep up with those in cities. Sendawula et al. (2024) agree with this by saying that not enough money is being spent on AI tools like hardware and software at Ugandan universities. This stops the use of AI in media studies, where tools like video editing software and machine learning are important for training. Without enough resources, students can't try out AI-based storytelling or make multimedia content, which hurts their skills and makes it harder for them to get jobs in today's media world. Adding AI to media education brings up real ethical issues, especially when it comes to honesty and how AI is used.

Nakatumba-Nabende et al. (2023) talk about how students can misuse AI, like writing fake work or using it to avoid thinking deeply during assignments. This makes their work less real and stops them from learning important journalism skills. Al-Zahrani and Alasmari (2024) also say that if there aren't strict rules and checks, tools like ChatGPT and Grammarly can be used by students to create poor quality or dishonest work. This not only hurts the reputation of schools but also risks the fairness and honesty of journalism in the future.

Another big issue is that many teachers in media studies don't know much about AI or are not willing to use it in their classes. Babacan et al. (2025) say most journalism and media teachers in Türkiye don't have the technical skills to use AI tools in their lessons. This means AI is either only used a little or not used at all in media classes. This slows down the change needed in journalism education and stops students from learning about the tech that is used now in the media world.

Similarly, Irfan et al. (2023) say that scholars in higher education often resist using AI because they are worried about being replaced, don't have enough training, and fear that AI might take over their usual teaching jobs. This resistance stops new ideas from coming in and keeps media education stuck in old teaching methods that don't match what's happening in the digital media world today. Another big problem is that there are no clear rules or standard courses about how to use AI in media studies.

Zouhaier (2023) points out that even though AI is getting more popular in education, most universities haven't made clear plans for how to use it in classes, tests, or research, especially in media fields. This means that students get different levels of training, with some getting

full instruction and others not getting any. Kuleto et al. (2021) also mention that the lack of a shared curriculum across different departments makes it hard to work together and spread AI tools evenly. Without a clear plan supported by policies, AI is used in different ways across the school, which weakens its impact on the quality of education and student learning.

Opportunities presented by artificial intelligence on media studies at higher learning

Artificial intelligence has a big chance to make content creation better in media studies, helping students make advanced multimedia projects more quickly and creatively. Abed and Farrokhi (2025) say that AI tools like automatic video editors, text-to-speech programs, and data visualizers have changed how media is made. These tools make it easier for students to create good content without needing a lot of technical skills. They also offer instant feedback and real-time editing, which makes learning easier. Mukasa (2024) shows how AI has changed print journalism in Uganda by making content production and layout design faster. This improves the learning environment for media students, letting them focus more on storytelling and creativity instead of technical issues.

AI also helps improve critical thinking and media literacy by giving learners ways to check if sources are trustworthy, find out misinformation, and think deeply about media stories.

Chiang et al. (2022) say that AI-based news credibility systems help students spot real and fake news, which makes them better at analyzing media in education. These systems automatically find biased or misleading content, helping students understand the media world more clearly. Sangwan (2024) also mentions that AI-powered media platforms support learning by allowing students to work with data-driven stories and machine-assisted reporting. This helps them understand ethical reporting and objectivity, especially in politically sensitive situations.

AI helps students follow learning paths that match their needs and how they learn.

Wang and Liu (2021) explain that AI-based teaching systems can adapt to each student's performance and provide personalized, real-time feedback, which improves understanding and involvement in media learning. This adaptability helps students at different levels and makes learning more inclusive. Irfan et al. (2023) also show that using AI in higher education encourages teamwork through smart systems that group students for collaborative projects

and interactive learning. Media students can develop communication and teamwork skills, which are important for success in the field.

AI helps students learn new digital skills that prepare them for the media industry.

Babacan et al. (2025) found that programs using AI tools in their courses helped students gain better technical skills, like basic machine learning, data journalism, and creating content with AI. These skills are more needed in digital newsrooms and multimedia agencies. Kyomugisha (2025) also mentions that using AI in the Nation Media Group in Uganda has made journalism students learn data analysis, programming, and creating news with AI help. This makes them more job-ready and better prepared for today's media jobs.

3. Methodology

This study used a mixed method approach, combining both quantitative and qualitative research methods to answer the research questions. The study followed a descriptive case study design. The research took place at Uganda Martyrs University, which is located in Mpigi district, Kayabwe town council, Nkozi parish. The population included all students and lecturers from the Department of Journalism and Mass Communication at Uganda Martyrs University, as well as selected members from the IT department. The total number of people in this group was 60. From this group, 52 people were chosen as participants in the study. This sample size was determined using a method developed by Krejcie and Morgan in 1970, which provides guidance on how to choose an appropriate sample size. Of the 52 participants, 46 were students who completed a questionnaire, while 3 were IT staff and 3 were lecturers who took part in interviews. To select participants, the researcher used simple random sampling and purposive sampling. Surveys were used because they help reduce bias and collect real data that is useful for analysis. The researcher used both closed-ended and open-ended questionnaires to gather information from the participants. Additionally, the researcher conducted in-person interviews and recorded phone interviews with IT staff and lecturers. This method was chosen because it allows for more detailed responses and gives the researcher the chance to ask follow-up questions, adjust the direction of the conversation, and get more in-depth answers. During data collection, the researcher asked for consent from all participants before they took part in the study. They were told that they could leave the study at any time if they wanted to. Consent wasn't just about signing a form, but it was a process

of sharing information about the entire research with the participants. The participants were given enough information so they could understand what was happening. They were also told that their personal details would be kept confidential, and any information shared would not be linked back to them without their permission.

4. Data Presentation and Interpretation

Response rate

Table 2 below shows the response rate in relation to the different categories of respondents involved in the study.

Table 2: Response rate

Category	Questionnaires & KIIs conducted	Questionnaires & KIIs not conducted	Response rate (%)
Students	46	44	95.6%
Lecturers (KIIs)	3	3	100.0%
IT members/ staff (KIIs)	3	3	100.0%
Overall response rate	**52**	**50**	**98.5%**

Source: *Primary data*

The response rate shown in Table 2 shows that out of the 52 people we asked to take part, 50 agreed to join the study, giving an overall response rate of 98.5%. Specifically, 44 out of 46 students completed their questionnaires, which is a response rate of 95.6%. The 3 lecturers and 3 IT staff also took part in interviews, and each had a 100% response rate. This high overall response rate shows that almost everyone took part, which makes the study results more reliable and accurate.

Findings on demographic characteristics of respondents

The background information of respondents solicited data on the samples and this has been presented below categorized into; age, gender and year of study as presented and interpreted below.

Gender of the respondents

The figure below summarizes the gender of the respondents who are students from the Department of Journalism and Mass Communication and the data in the figure was interpreted below;
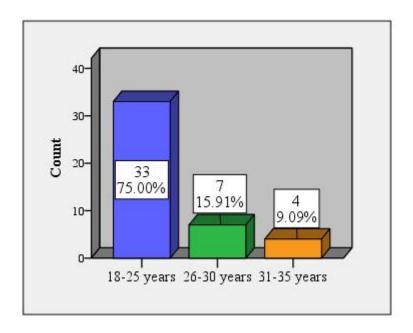
Figure 1: Gender

Source: *Primary data*

The chart in figure 1 shows that most students in the Department of Journalism and Mass Communication are female, making up 56.8% of the group, while the remaining 43.2% are male. This means there are more female students than male ones in the department. This could indicate that the university as a whole has a pattern of admitting more women into media studies programs. It also suggests that more women are interested in and involved in journalism and mass communication, which has often been seen as a field mostly dominated by men.

Age of the respondents

The figure below summarizes the age of the respondents who are students from the Department of Journalism and Mass Communication and the data in the figure was interpreted below;
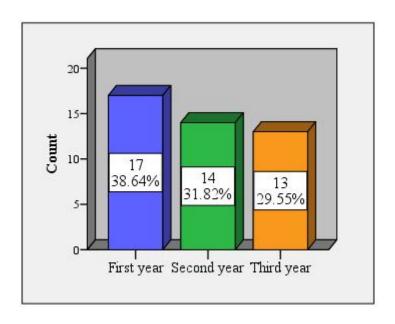
Figure 2: Age

Source: *Primary data*

The chart in figure 2 shows that most of the students from the Department of Journalism and Mass Communication at Uganda Martyrs University (Nkozi) are between 18 and 25 years old, making up 75.0% of the group. The next largest group is the 26 to 30 age range, which includes 15.9% of the students. The smallest group is the 31 to 35 age range, with only 9.1% of the students. These results show that most students in media studies are young, which is common for university students. This also suggests that the department mostly has young students who are more likely to use new technology, like artificial intelligence, because younger people tend to be more comfortable with digital tools.

Year of study of the respondents

The figure below summarizes the year of study of the respondents who are students from the Department of Journalism and Mass Communication and the data in the figure was interpreted below;

Figure 3: Year of study

Source: *Primary data*

The chart in Figure 3 shows that most of the students in the Department of Journalism and Mass Communication at Uganda Martyrs University (Nkozi) were first-year students, making up 38.6% of all those surveyed. Second-year students came next, accounting for 31.8%, while third-year students made up the smallest group at 29.5%. This means that most of the people in the study were just starting their program, and there were fewer students who had completed three years of study. It also suggests that students in earlier years may have less experience with advanced topics, like using artificial intelligence in media studies. Because of this, how well they understand, use, and interact with AI tools might depend on how far along they are in their studies.

The challenges and opportunities that artificial intelligence presents to media studies

Table 4: Challenges that artificial intelligence poses for media studies at UMU

Table 4 summarizes respondents' responses on the challenges that artificial intelligence poses for media studies at Uganda Martyrs University (UMU) by using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Statements	Extent of agreement and disagreement				
	SA	A	NS	D	SDA
	F	F	F	F	F
	(%)	(%)	(%)	(%)	(%)

The use of AI in media studies increases the risk of academic dishonesty or plagiarism.	19 43.2%	13 29.5%	8 18.2%	2 4.5%	2 4.5%
I am concerned that AI tools might replace traditional journalism skills.	10 22.7%	20 45.5%	7 15.9%	4 9.1%	3 6.8%
Limited access to AI tools makes it difficult for students to gain hands-on experience.	10 22.7%	24 54.5%	8 18.2%	2 4.5%	00
Some students misuse AI tools without understanding their ethical implications.	13 29.5%	23 52.3%	3 6.8%	5 11.4%	00
There is a lack of clear university guidelines on the acceptable use of AI in coursework.	15 34.1%	12 27.3%	13 29.5%	1 2.3%	3 6.8%
The integration of AI in media studies has created confusion or fear among some students about future job prospects.	18 40.9%	20 45.5%	00	3 6.8%	3 6.8%

Source: *Primary data*

Table 4 shows the descriptive statistics about the challenges that artificial intelligence presents for media studies at UMU. The results from Table 4 show that 86.4% of the people surveyed agreed that the use of AI in media studies has caused some students to feel confused or scared about their future job prospects, while 13.6% did not agree. This suggests that students see the fast development of AI in journalism as a possible threat to traditional careers in media, which means there is a need for clear academic and professional guidance to help students deal with these changes in a positive way.

The findings also show that 81.8% of the people surveyed agreed that some students are using AI tools without understanding the ethical issues involved, while 11.4% disagreed, and 6.8% were unsure.

This shows a big worry about how students are handling the ethical use of AI and suggests that universities should include more lessons on ethics in their media studies courses to make sure students use AI responsibly.

Furthermore, the findings indicate that 77.2% of the people agreed that not having enough access to AI tools stops students from getting hands-on experience, while only 4.5% disagreed and 18.2% were neutral.

This suggests that even though AI is part of the academic curriculum, the lack of real access to these tools is a real problem. This means that UMU should provide better access to AI tools and software so students can get more practical experience and close the gap between learning and real-world skills.

In addition, the findings show that 68.2% of the people agreed that AI use in media studies brings up problems like academic dishonesty or plagiarism, while 9.0% didn't agree, and 18.2% were unsure.

This indicates growing concern that AI software could be used unfairly in academic work, which means stronger policies and systems to monitor academic honesty are needed to keep education standards high.

Lastly, the findings also show that 68.2% of the people agreed that they are worried AI might take over traditional journalism skills, while 15.9% disagreed and 15.9% were unsure.

This suggests that students are aware of how AI can change the media industry, especially by taking over tasks that were once done by skilled professionals. This means the curriculum should find a balance between teaching traditional journalism skills and preparing students for the new skills needed in the age of AI.

Lastly, the results showed that 61.4% of the people surveyed said they don't see clear rules from the university about how AI can be used in their studies. Only 9.1% said they disagree with that, and 29.5% weren't certain. This suggests that students aren't clear on what is considered acceptable when using AI for their schoolwork, which shows that Uganda Martyrs University needs to create and share official guidelines on AI use.

Overall, the results show that while AI has a lot of potential, it also brings several challenges to the media studies program at Uganda Martyrs University.

Some of these challenges include worries about future job availability, using AI in ways that aren't ethical, limited access to AI tools, and the lack of clear policies from the university. These issues highlight the need for the university to provide clearer rules, better access to AI technology, and more teaching that covers ethics and future trends in media to better prepare students for the changing media world.

Challenges observed in the use of AI in media studies at UMU

From the interviews with lecturers from the Department of Journalism and Mass Communication and members of the IT Department at UMU, they were asked about the challenges they have noticed in using AI in media studies at the university. Their responses are as follows:

One of the main challenges mentioned by the key informants is limited access to AI infrastructure and tools. Many students at UMU don't have their own laptops or reliable internet access, which makes it hard for them to use AI-powered platforms to the fullest. Some AI tools need paid subscriptions or a lot of internet speed, which makes them hard for both students and lecturers to access. This digital gap has already caused learning inequalities and slowed the use of AI in media studies.

Another concern is the lack of proper training and technical knowledge among students and some lecturers. Even though there are AI tools available, most people aren't skilled enough to use them effectively or responsibly. Lecturers said there is no formal training in the department to give students hands-on experience with AI tools. Even some lecturers feel they aren't fully equipped to use these tools in their classes.

There is also a worry about increasing academic dishonesty and overreliance on AI-generated content. Some students have started using tools like ChatGPT too much to complete assignments, which leads to shallow understanding and less original work. Lecturers find it hard to assess work that is heavily or completely done by AI, making it hard to maintain academic integrity in the face of these advanced tools.

Another serious issue is the absence of specific institutional rules for the ethical use of AI.

While some lecturers try to guide students on this, there is no clear university policy about what is considered proper AI use in academic writing. This has left students confused and facing inconsistent enforcement, as different lecturers have different rules about AI use and referencing.

Last but not least, the worry about AI making traditional journalism skills less important was a concern among students and teachers. Some students are afraid that skills like doing deep research, being observant and thinking critically, and talking to people on the street might become less valuable in a world where AI is used a lot. Teachers also worry that if too much

attention is given to digital tools, the basic standards of journalism could be lost if the course doesn't balance things properly. Some of the key people involved said this.

Table 5: Opportunities that artificial intelligence presents to media studies at UMU

Table 5 summarizes respondents' responses on the opportunities that artificial intelligence presents to media studies at Uganda Martyrs University (UMU) by using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Statements	Extent of agreement and disagreement				
	SA	A	NS	D	SDA
	F	F	F	F	F
	(%)	(%)	(%)	(%)	(%)
AI tools enhance my ability to analyze media content and trends more efficiently.	15	25	1	3	00
	34.1%	56.8%	2.3%	6.8%	
I believe AI technologies improve the quality and creativity of media production.	19	14	10	1	00
	43.2%	31.8%	22.7%	2.3%	
The use of AI has made learning media studies more engaging and interactive.	18	21	2	3	00
	40.9%	47.7%	4.5%	6.8%	
AI opens up new career opportunities in digital journalism and content creation.	21	18	3	2	00
	47.7%	40.9%	6.8%	4.5%	
I am more confident in conducting media research with the help of AI tools.	13	16	10	3	2
	29.5%	36.4%	22.7%	6.8%	4.5%
Exposure to AI in media studies gives me a competitive advantage in the job market.	14	22	2	6	00
	31.8%	50.0%	4.5%	13.6%	

Source: *Primary data*

Table 5 shows the descriptive statistics about the opportunities that artificial intelligence offers to media studies at UMU. According to the study in Table 5, 91.8% of the respondents agreed that AI tools help them analyze media content and trends better, compared to 6.8% who disagreed and 2.3% who were unsure. This means most students see AI as a helpful tool for improving their media analysis skills, suggesting that using AI in teaching can make both academic and practical media studies better at UMU.

The findings also show that 88.6% of the students agreed that AI creates new job opportunities in digital journalism and content creation, while 4.5% disagreed and 6.8% were unsure.

This shows students are hopeful about the career chances AI brings, meaning that learning about AI in media studies can help them find jobs and be more flexible in the digital media field.

Additionally, the findings showed that 88.6% of the respondents agreed that AI makes studying media more interactive and interesting, while 6.8% disagreed and 4.5% were unsure.

This shows a positive change in how students learn, suggesting that using AI in learning can make students more interested and engaged through technology-based methods.

The study also found that 81.8% of the respondents agreed that learning AI in media studies makes them more job-ready, while 13.6% disagreed and 4.5% were unsure.

This supports the idea that AI skills give students an edge, meaning including AI in the curriculum can help graduates get jobs in a competitive media industry.

Moreover, the findings indicated that 75.0% of the students agreed that they feel more confident doing media research with AI tools, while 11.3% disagreed and 22.7% were unsure.

This shows students are becoming more confident in using AI for academic work, which means AI can help improve both the quality and speed of their research.

Lastly, the findings revealed that 75.0% of the respondents agreed that AI technologies help make media production better and more creative, while 2.3% disagreed and 22.7% were unsure.

This shows that AI is seen as a tool that can boost creativity, meaning using AI in assignments and projects can help students create more innovative media content.

Overall, the findings show that artificial intelligence has a lot of potential for media students at Uganda Martyrs University. Most students see AI as a tool that helps improve their learning experience, critical thinking, creativity, and job prospects. The results also suggest that AI is changing how media is taught and is helping students get ready for the changing needs of the media industry. So, including AI more in the curriculum could help UMU stay ahead in the modern, tech-based world.

Opportunities presented by AI for enhancing media education at UMU

From interviews with lecturers from the Department of Journalism and Mass Communication and members of the IT Department at UMU, they were asked about the opportunities AI offers for improving media education at the university. Their responses were as follows:

The key informants mentioned that one of the biggest opportunities AI provides is its ability to enhance content creation and storytelling in media education.

AI tools like ChatGPT, Jasper, and Grammarly help learners produce better and more effective writing by offering support with ideas, grammar, and style. Using these tools, students can try out different writing styles and story formats, which helps build creativity and confidence—skills that future journalists and media professionals will need.

They also pointed out that AI has the potential to make learning more personalized and interactive.

By using AI, lecturers can create learning materials that suit the needs of individual students. This means slower learners can keep up, while faster learners can explore more complex topics. This kind of personalization helps keep students engaged and encourages them to learn independently, which is especially useful in media studies, where students may have different levels of digital skills.

Another major opportunity is that AI can help students understand new trends in digital media and journalism.

AI tools allow students to analyze real-time data on audience behavior, media trends, and content performance. These are skills that are becoming more important in the media industry, where decisions are often based on data. By using these tools, students gain practical experience, which makes them more competitive in the job market.

In addition, AI opens up space for innovation and new career paths in areas like content automation, digital marketing, and multimedia design.

Students who learn how to use AI in their media projects may be more likely to start their own businesses, work as freelancers, or take on specialized roles in AI journalism. Teachers believe that teaching AI to students opens up more career options beyond traditional

newsroom roles and prepares media education for the future work environment. Some of the key informants said this.

5. Discussion, Summary, Conclusion and Recommendations

The challenges and opportunities that artificial intelligence presents to media studies at UMU

Research shows that artificial intelligence has a lot of potential to help students improve their creativity, storytelling, and content creation skills. Tools like ChatGPT, Jasper, and Grammarly allow students to explore new ways of expressing themselves and become more confident in making good quality media content. This matches what Wang and Liu (2021) found in their research, which says that when teachers use AI in collaborative learning, it helps students feel more motivated and creative in making media content, giving them a chance to try out new ideas and forms.

Another study by Chiang, Liao, and Wang (2022) shows that AI can help students learn better by improving their ability to think critically about digital media.

This is an important skill in today's world of storytelling and journalism. The research also found that AI helps create personalized and interactive learning experiences. This lets teachers tailor learning to fit the needs of each student, which increases motivation and helps close the gap in digital skills among students with different backgrounds. This idea is supported by Zouhaier (2023), who found that using AI in higher education helps students engage more with lessons through personalized teaching methods that suit different learning styles.

Shahzad et al. (2024) also found that using AI in smart learning environments helps students perform better and feel more confident. This is especially useful in media and communication studies, where learning can be unpredictable. The study also showed that AI helps students gain real-time data analysis skills, preparing them for jobs in digital journalism, content planning, and other new challenges in the media field.

Karnouskos (2020) argues that AI tools are important in digital media environments to deal with issues like false information, how to interpret data, and automation.

Chiang, Liao, and Wang (2022) also highlight that AI-based tools help students better understand the credibility of information and the effects of media, showing the need for professionals in the media industry who can work with data. So, using AI in media studies not only improves technical skills but also helps students develop critical thinking and ethical judgment, which are essential in today's changing media world.

Conclusion

The study finds that even though artificial intelligence is slowly being used in the media studies course at Uganda Martyrs University (UMU), its use is mostly informal and not well connected. Teachers have started using AI tools like ChatGPT, Otter.ai, and Grammarly in different parts of the course, which has made learning better for students by helping them be more creative, productive, and skilled with digital tools. However, there is no specific AI course, not everyone has equal access to these tools, and there are problems with the availability of technology and not enough training, which stop AI from being used fully in media education.

The study also says that AI offers big chances for media studies students at UMU.

Using AI helps students be more innovative, learn in a way that suits them, and understand data quickly, which are important skills in today's journalism and online content making. These tools also help students take part more in their learning and be more creative, and they get ready for the many new jobs that are coming in the changing media world. By giving students skills with AI, UMU is helping its graduates be better and ready to face the fast-changing digital media world.

Finally, the study says that UMU is showing a strong interest in dealing with the ethical sides of using AI in media education.

The university is taking steps like having lectures, workshops, making policies, changing the course content, and working with others to create a good way to use AI responsibly. These actions show that the university is aware of the problems with AI, like spreading false information, copying work, and biased data. They also show the need for regular talks about ethics and making rules. This ethical setup is important to make sure students use AI tools properly and keep honest and fair standards in their work and studies.

Recommendations

The study suggests that Uganda Martyrs University should create and add a separate lesson on artificial intelligence to its media studies program. This will give all students a clear and consistent education about AI tools and ideas, instead of letting each teacher handle it on their own.

The study also says the university should spend money on AI equipment, like good internet, AI software already set up in computer labs, and licenses for necessary programs.

Better access will let students get real experience with AI and help bridge the gap between people who know a lot about technology and those who don't.

Additionally, the study recommends including ethics around AI use in the media course.

Topics like honesty in academic work, keeping data safe, and stopping false information should be part of the lessons to teach students how to use AI responsibly and professionally.

The study also says students and teachers should get ongoing training on AI.

Workshops and training sessions will help improve their skills and make them more confident in using AI in teaching and learning.

Finally, the study suggests that the university should set up a system where students, teachers, and IT staff can share feedback and monitor AI-related issues.

This way, the university can quickly deal with any new problems and keep updating its AI policies as needed.

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