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Artificial intelligence in media education: potential, challenges and prospects

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Abstract

This article discusses the role of artificial intelligence (AI) in media education, highlighting its potential for developing students' media literacy, the challenges associated with its implementation, its risks, and future directions for development. Particular attention is paid to the personalization of learning, critical thinking, disinformation, and the ethical implications of AI in the educational process. This article attempts to analyse the opportunities AI offers for media education in the context of the dynamically evolving information landscape. The development of artificial intelligence is radically transforming the way society functions, communicates, and processes information. In the context of media education, the emergence of AI, recommendation systems, and content personalization poses new challenges and redefines the competencies that should be developed in students and teachers. Media education can no longer be limited to the analysis of traditional media; it must encompass phenomena related to algorithmization, AI-generated disinformation, and the ethical aspects of using intelligent systems. The aim of this article is to analyse the application of AI-based tools in media education, with particular emphasis on their role in developing critical thinking, verifying information, and personalizing learning. Artificial intelligence in media education has enormous potential to support critical thinking and student autonomy. However, as the analysis through the lens of ETA (Educational Transactional Analysis) shows, technology alone is not enough; the ability to consciously manage one's own ego states is crucial. Due to the rapid development of artificial intelligence, the analysis is based on the current state of knowledge at the time of writing (2025). Long-term empirical research on the impact of artificial intelligence on students' media competences is lacking, so the conclusions are preliminary and analytical in nature.

Keywords: artificial intelligence, media education, media competences, digital competences, ability to critically perceive media, new technologies in education.

1. Introduction.

Contemporary education faces the challenge of adapting to functioning in a digital environment. The processes of digitalization and information convergence influence not only the way students communicate, but also the cognitive and social structure of the younger generation (Buckingham 2003). The dynamically changing world is impacting the education system, forcing a redefinition of the role of schools and the responsibilities of their principals and teachers. Education is facing challenges related to the need to develop competencies essential for the development of a knowledge-based economy, the necessity of using new technologies, and the emergence of social and ecological problems requiring innovative solutions. (Gorzeńska et al. 2019). Students are not only consumers of media content but also active creators. In this context, media education is gaining importance as a tool for developing communicative, critical, and civic competences (Tanaś 2017). The primary goal of media education is to foster conscious and critical reception of media messages. It has both didactic and educational aspects. Media education should aim to develop specific media literacy skills in the recipient, which entails critical analysis and reception of the content conveyed through them (Smyl 2007; see also Dyczewski, 2005; Strykowski 2007). In the context of media education, the teacher plays the role not only of an educator but also of a guide and facilitator of creative activities (Zając 2021). Media education in the school context is now taking on a cross-curricular, often hybrid, nature—combining elements of civic, digital, artistic, and philosophical education (Janta 2020). The development of information technologies and the growing importance of media in everyday life make media education an important element in educating citizens who are capable of critically analyzing content, understanding the mechanisms of media operation and consciously participating in the digital space (Livingstone, 2004). Artificial intelligence, one of the greatest achievements of modern technology, is increasingly being used in education. In the context of media education, this raises a number of questions about the possibilities, limitations, and threats posed by integrating AI into the teaching process. The question that needs to be asked is: Can AI support media education, and if so, how?

2. Methodology, objectives of the review article and guiding questions of the review.

According to Stefan Nowak, “a research method encompasses typical and repeatable ways of collecting, describing, analyzing, and interpreting empirical data, serving to obtain maximally (or optimally […]) justified answers to the

questions posed" (Nowak, 2011). This understanding of the method was adopted for the purposes of the planned research.

The study is desk research in nature, which means analyzing existing scientific literature, reports from educational institutions (e.g., UNESCO), and current examples of AI implementation in education. Data sources include scientific articles published in academic journals and reports from international organizations. According to E. Babbie (2003), it is a non-reactive method based on the analysis of the content of existing products: various types of document classes (expert opinions, forecasts, summaries, documents illustrating decision-making processes, etc.) (Babbie 2006). The analysis of this method focused on documents available in both traditional and digital formats, relevant to the research topic (Markowska 2013). The work is a review and theoretical-analytical in nature; it does not contain empirical research, but rather serves to systematize the current state of knowledge and indicate possible directions for development.

The subject of research in the sense of the methodology of social sciences is all objects, things and phenomena as well as the processes to which they are subject, with respect to which research questions are formulated (Pilch 2001). Therefore, it was assumed that the subject of the proposed research is artificial intelligence in the context of media education for children and youth. The subject of the research determines the research goals. Intuitively, the goals of any activity, including research, can be considered to be what the person is aiming to achieve, the action they are undertaking. For the purposes of this article, the understanding of the research goal adopted by Hubert Witczak is "establishing (scientific recognition), assessing, valuing (assigning scientific value and significance) and achieving a determined, future, expected and desired state of affairs (scientific shaping of the subject)" (Witczak 2012). The proposed research adopted a list of objectives related to specific aspects of the proposed research. The aim of this study is to analyse the role and potential of artificial intelligence in media education. Based on the methodological framework outlined above, the following research objectives and questions were formulated.

1. Identifying areas of AI application in media education (content personalization, critical analysis of sources, recognition of disinformation)
2. Examining the challenges and threats associated with the use of AI in the process of developing media literacy (e.g., algorithmic bias, privacy threats)
3. Defining future development directions and prospects for the integration of AI with media education in the context of changing technologies and social expectations.
4. Assessing the role of the teacher in an AI-supported learning environment.

Guiding questions of the review:

1. What AI functions and capabilities are most frequently used in media education (e.g. content analysis, personalization of learning, content generation)?
2. To what extent do AI-based tools support the development of media competences of pupils and students?
3. What are the main risks associated with the use of AI in media education (e.g. disinformation, technology addiction, ethical aspects)?
4. Are teachers and media educators prepared to implement AI tools in teaching practice?
5. How do students and teachers perceive the credibility of AI-generated content?
6. How can AI be integrated with media education to support the development of critical thinking? Can AI replace traditional media education methods or does it only support them?
7. What are the expected directions of AI development in media education in the next 5-10 years?

3. What is artificial intelligence (AI)?

Artificial intelligence is a dynamically developing field of computer science that deals with the creation of computer programs and systems capable of solving and performing tasks that normally require human intelligence. Its subject is to research, analyze and identify the principles that govern intelligent human behavior and their use in algorithms and applications (Stylec-Szromek 2018). Artificial intelligence systems such as ChatGPT, Gemini, and Claude can generate realistic and coherent textual expressions, which carries both enormous educational potential and the risk of disinformation (Floridi 2023). Students using such tools are often unable to independently assess the source, credibility, or intentions of an advanced generative system. This necessitates teaching skills such as:

— Recognition of automatically generated content;
— Identifying AI errors and hallucinations;
— Understanding how algorithms work and their impact on the perception of reality (Metz 2024).

Artificial intelligence (AI) plays a significant role in educational processes and can be used to transform the entire structure of formal and informal education. Attempts to use AI in teaching and learning are becoming increasingly common. Artificial intelligence is a learning aid used by students and teachers (Góralski et al., 2019). The introduction of artificial intelligence into education presents teachers, students, and parents with entirely new challenges. Every day, new opportunities, tasks, and solutions emerge that can be successfully and crea-

tively applied to education in its broadest sense, including media education. However, new doubts, limitations, and threats stemming from the inappropriate use of artificial intelligence in educational activities also arise. The important role of media education led by teachers should be emphasized here, as they can explain and demonstrate how AI-based tools and applications should be used in education. (Nowicka 2024). Artificial intelligence, when properly utilized in education, can contribute to the effectiveness of learning. It can be used to personalize the learning process by adapting content to the individual needs and learning pace of each student. Furthermore, AI-based systems can analyze data, identify patterns, and provide teachers with valuable feedback, allowing them to better adapt their teaching methods to students' needs. However, it's crucial to properly regulate and monitor the use of artificial intelligence in education to ensure it's used ethically and for the benefit of all participants in the educational process. Artificial intelligence brings numerous benefits to education, both for students and teachers, as well as for educational institutions.

4. The potential of artificial intelligence in education

4.1. Personalization of Learning

AI enables educational content to be tailored to individual student needs. By analyzing behavioral data and user preferences, AI-based learning systems can recommend content, adjust difficulty levels, and delivery formats, which impacts learning effectiveness (Holmes et al., 2019). In media education, this could mean better tailored materials for source analysis, identifying fake news, and media manipulation. Artificial intelligence can analyze student information, such as assignment and test results, academic progress, preferences, and learning styles, to tailor teaching materials and methods to their individual needs. This allows teachers to provide personalized and effective instruction tailored to the abilities and learning pace of each student. Using artificial intelligence, teachers can create learning plans tailored to specific student goals and needs, including tests, reports, and programs. AI allows for monitoring learning progress and adapting materials to interests and abilities, making the teaching process more effective and tailored (Buckingham 2003).

Today's media education must prepare audiences to recognize AI-generated content, from deepfakes and automated text generation to the manipulative use of recommendation algorithms in social media (European Commission 2023). These competencies are referred to as “AI literacy” or “algorithmic media awareness” (Livingstone 2020). In media education, personalizing learning can mean:

— Selection of materials consistent with the student's level of media competence;
— Adjusting the difficulty of analyzed media content (e.g. memes, articles, advertisements)
— Interactive learning of critical media reading.

4.2. Content analysis and validation

AI algorithms can be used to detect fake news (e.g., tools like NewsGuard, Logically), analyze information sources, and classify content based on credibility or emotional tone. Artificial intelligence can analyze student performance, identify strengths and weaknesses, and pinpoint areas that require additional support. This, in turn, allows teachers to quickly detect learning difficulties in their students and take appropriate action based on thorough data analysis. This allows for faster intervention and provision of support at an early stage when learning difficulties are noticed (Koziej, 2023). AI-generated tasks can support students in developing critical thinking skills through simulations, interactive scenarios, and case studies. Contemporary tools, such as educational chatbots or platforms based on semantic analysis, can support students in understanding the narrative and rhetorical structures of media (Luckin et al., 2016). Data analysis and early problem detection help teachers make better educational decisions.

Artificial intelligence can analyze students' written expression, assess their understanding of media texts, and generate automatic feedback, reducing teacher workload and enabling faster student development. AI can act as an interactive tutor, supporting students in their learning by helping them understand new material, answering questions, and providing additional exercises. Such support can be available without a time limit, giving students greater flexibility in adapting their learning to their individual schedules. Advanced translation mechanisms utilizing artificial intelligence also play a significant role in foreign language learning. Appropriate programs can be helpful in translating texts into other languages. Such assistance greatly enhances communication between people speaking different languages.

According to Stanisław Koziej (2023), AI-based applications can be successfully used in various areas of education. Writing and text editing tools are very useful for students in correcting spelling and grammatical errors. AI-based applications can support students in solving mathematical exercises, analyze data, and solve equations in a more interactive and advanced way.

4.3. Content creation support.

Learning by creating is an effective method for media education. AI tools support students in generating graphics, sound, and text (e.g., Chat GPT and

Dalle), editing and modifying audiovisual materials, and simulating social perception (e.g., content testing using predictive algorithms). Artificial intelligence offers numerous tools and applications that can be used in educational processes. Tools based on generative AI are excellent for revision, can support lesson preparation, and can plan exercises and tasks in a highly individualized way, tailored to the needs of specific students. They can be used to create engaging and engaging learning experiences (Kostecka, 2024).

AI-based tools can also be helpful in designing animations and graphics, generating simulations, and creating virtual learning experiences that allow students to explore diverse areas of knowledge in an interactive manner. Furthermore, AI-based tools allow students to process large amounts of data more quickly and efficiently, then present it clearly using graphs and presentations. This facilitates a better understanding of their research findings and facilitates their communication with others.

5. Eric Berne's Transactional Analysis as a Tool for Interpreting Educational Interactions with AI.

Educational Transactional Analysis (ETA) is a psychological and pedagogical model that describes internal "ego states" and their interaction in the communication and learning process (Barrow & Newton, 2016). In the context of the growing role of artificial intelligence in media education, it becomes necessary to take into account not only technological aspects, but also psychosocial ones that shape the way students interact with digital tools. One approach that allows for an in-depth analysis of such relationships is transactional analysis (TA), developed by Eric Berne – a theory of communication and personality that allows for the interpretation of interpersonal interactions (and nowadays also (human-machine) in terms of the exchange of messages between three ego states: Parent, Adult and Child. From the TA perspective, each interaction (including the one conducted with the use of artificial intelligence) can be perceived as a transaction in which the user (student) enters a specific mental state and expects a specific reaction. (Berne, 2008). For example, students can address the AI from the position of "Child", expecting ready-made solutions and instant gratification, or from an "Adult" position, treating AI as a source of information for independent educational decision-making. Similarly, AI itself, when simulating communication, often adopts the tone of a parent supporting or informing an Adult, which influences how users receive and interpret the message.

A child's ego state, responsible for emotions and spontaneity, can influence uncritical acceptance of information or, conversely, creative use of AI for their own creative purposes. By utilizing the EAT framework, teachers can better rec-

ognize these states and adapt their teaching methods to develop students' ego states. Critical and conscious attitudes toward media and technology. According to the EAT framework, the creative process activated by AI tools can enhance the positive attributes of the Child ego state, such as creativity, expression, and spontaneity. However, it is important that this process is moderated and integrated with the critical reflection typical of the Adult state.

In this context, media education should develop not only technical competences but also students' communicative awareness. The key question becomes: what kind of relationships do we create with AI tools and what roles do we assign to ourselves and technology in the learning process? Transactional analysis indicates that unconsciously duplicating the roles of Critical Parent or Subordinate Child can lead to ineffective, dependent use of AI, for example, treating it as an unquestionable authority

Equally important is the concept of “psychological games,” or repetitive patterns of interaction that students can engage in, even in the context of digital education. Consciously recognizing and deconstructing these mechanisms is becoming a crucial element of modern media education, especially in a world where interactions with AI increasingly resemble natural interpersonal communication.

Tab.1
Model TRANS-MEDIA-AI

component	description	function/ educational purpose	example application
I- AI relationship	analysis of the user's ego state in interaction with AI	increased awareness of how we react emotionally vs. rationally	The student answers the question “Do I often agree with AI without checking?” – Adult vs. Child State Survey
adult competences	understanding AI operation, critical thinking, logical analysis	prevention of manipulation, independence	lessons on AI bias, how AI learns, and what data it uses
the role of a parent	standards, ethics, rules for using AI, responsibility	shaping ethical and moral attitudes	students and teachers jointly develop regulations for the use of AI in the classroom
the role of a child	Creativity, imagination, experimentation	creative support	AI projects – idea generation
functional fluidity between states	the ability to switch between states depending on the context	Reflective exercises – when I feel like a Child with AI and when I act from the position of a Parent	discussion

Tab.1
Model TRANS-MEDIA-AI (cont.)

component	description	function/ educational purpose	example application
transactional reflection	tracking what scripts, e.g. AI, will do will have a better impact on students' attitudes towards AI	changing beliefs from those that are harmful to those that are beneficial	discussions, case studies

Source: the author's own study.

6. Challenges and Limitations of AI in Education.

Effective use of artificial intelligence in education requires an appropriate and sensible approach from users. It's essential to be aware of the dangers that can arise from irresponsible use. Various measures should be taken to prevent these threats. Therefore, a balance between modern AI solutions and traditional methods in the educational process is crucial. The greatest threats include:

- **Lack of critical thinking due to overreliance on AI.** When students use AI as their primary source of information, they risk not developing analytical skills, in-depth thinking, and independent problem-solving. This can lead to a limited ability to effectively analyze and evaluate content from diverse sources.
- **Mistrust of AI:** Students may uncritically accept AI-generated content as truthful and verified, without further verification or comparison with other sources of knowledge. This situation can contribute to the spread of false and misleading information.
- **Loss of face-to-face interaction:** Excessive use of AI in education can disrupt social relationships between students and teachers. Face-to-face interaction plays an important role in the development of children and adolescents because it teaches cooperation, interpersonal communication, and relationship building.
- **ICT addiction:** Students may be susceptible to addiction to AI, which is a key support tool in the learning process, which can negatively impact the development of problem-solving skills and independent thinking. Lack of emotional understanding: AI can be used to generate conversations and interactions with students, but one of its limitations is its inability to properly understand and interpret emotions, which are crucial in direct relationships between students.
- **The threat of automated thinking.** Using AI to support media education may paradoxically lead to a reduction in student independence and a reliance on

"artificial verification" instead of self-reflection. Instead of teaching critical thinking, it may replace it with a "click and check" mechanism.

— **Algorithmic errors.** AI systems, like any software, can: make errors (e.g., falsely labeling content as "fake news"), replicate biases present in training data, and promote specific worldviews hidden in the algorithm's structure.
— **Ethical and privacy issues.** Collecting data about students, analyzing their interactions with the media, and assessing attitudes—these activities require caution and compliance with regulations (e.g., GDPR). This is particularly sensitive in the education of children and youth.

7. Assumptions of media education in the context of artificial intelligence

Media education is a key element here, as it allows students, with the help of teachers, to gradually acquire knowledge about the possibilities and limitations of artificial intelligence. According to Magdalena Maziarz (2024), minimizing the risks of using AI in education can take various forms. One such approach is media education, which teaches critical thinking, information verification, and the appreciation of diverse perspectives in presenting content and cultural diversity. It also demonstrates the limitations of artificial intelligence, while simultaneously demonstrating the limitless potential of humans who can use its products wisely and safely.

Media education can be understood as a variety of activities organized by parents and teachers that aim to develop media competences in children and adolescents (Łuc, 2018). On the one hand, media education allows young people to use media wisely, and on the other, it teaches them a critical and informed approach to evaluating the content they receive. According to Anna Kaczmarek (2013), the primary goal of media education is to develop media competences in early childhood, as well as among young people actively using new technologies. Media education, both in school and at home, should provide free access to information and communication technologies and teach students how to analyze media messages and explore the communication possibilities in contemporary media. Media literacy, on the other hand, encompasses the ability to critically evaluate content, recognize false information, use various media consciously and responsibly, and create one's own media content. Media education cannot be merely a course explaining how to use information and communication technologies. Its purpose is to develop conscious and thoughtful users of new media (Juszczyk-Rygałło, 2015).

The primary goal of media education is to promote appropriate attitudes toward the media and develop the ability to recognize the techniques used by

them, enabling informed decisions regarding their use (Lepa, 2002). It is crucial to use information and communication technology in such a way that it serves as a tool for understanding the world, intellectual development, and mutual communication. Practicing media education among children and youth provides a foundation for human development, imparts knowledge and experience, and, above all, teaches how to function in an information and communication society (Bis, 2018).

Agnieszka Ogonowska and Grzegorz Ptaszek (2016) argue that possessing media skills that are continually honed and developed allows for a necessary distance from the media. Media competences do not guarantee complete freedom, awareness, or a critical approach to media, but they significantly increase the likelihood of achieving them. A. Ogonowska argues that the youngest children who demonstrate an interest in new media should be adequately prepared to use them appropriately in play and learning.

8. The role of the media education teacher in the age of artificial intelligence.

Today's students expect their teachers to be open to the new possibilities offered by information technologies. Modern teachers, in turn, should update and develop their knowledge and practical skills to freely use them (Przyborowska, 2003). Media skills are becoming increasingly important in the work of the modern teacher, encompassing the conscious and balanced use of various media in the pedagogical process, critical and active perception of content, and knowledge of basic theories of media influence (Siemieniecki, 2007). Teacher skills enable proper media analysis and assessment in terms of their usefulness in the educational process (Juszczyk, 2007). The educator's task in media education is to possess knowledge of media and multimedia, but above all, to use them exemplarily in everyday life (Godzic, 2005).

According to Marta Kostecka (2024), we need to consider how to teach using artificial intelligence. We should also try to understand how AI works and then transfer this knowledge to students. Understanding the potential of AI and its limitations will help teachers, students, and parents use it correctly, avoid misinformation, and create new ways to safely apply it.

Niklas Humble and Peter Mozelius (2022) argue that artificial intelligence will improve education, but only with the support of teachers who will be willing to introduce new solutions into the teaching process. According to Wacław Strykowski (2005), adequate teacher training in media education should encompass two basic goals:

1. developing students' skills to consciously, critically and correctly analyze various types of media messages;
2. enabling students to effectively use media devices as tools for intellectual work and media creativity.

In the age of artificial intelligence, students' competencies and skills will become more important than specific knowledge, as the canon of knowledge in every field will constantly change, and a willingness to learn throughout life and from many different sources will become a priority skill (Luckin, 2018). Artificial intelligence will not replace a media education teacher, but it can be a valuable assistant, provided it is used consciously and critically.

In the age of artificial intelligence, teachers will be the ones to organize when and how to use artificial intelligence tools. Together with their students, they will play a key role in designing and utilizing AI-based tools (Górecka-O'Connor et al., 2019). It will be crucial for teachers to use technology effectively and creatively to increase student engagement and enable them to develop digital competencies. A key element of the teacher's new role will be motivating and inspiring students to learn independently and develop the skills necessary to function in a changing world.

9. Conclusion and recommendations.

Integrating artificial intelligence into media education offers enormous potential for personalization, analysis, and creativity. However, only a critical, informed, and responsible approach to these technologies will allow them to be used as an empowering tool. It is the teacher, not the algorithm, who guides the student in the world of media. It is the teacher, not the algorithm, who remains the student's guide in the world of media. Artificial intelligence applied to education offers enormous opportunities, but it also presents many uncertainties and limitations. Krzysztof Walczak and Wojciech Cellary (2023) believe that AI is still actively developing, making it essential to develop principles and rules that will govern the responsible and informed use of AI-generated content in various fields of knowledge. Raising awareness of these tools, using them, and engaging in discussions with students about their advantages and risks will significantly improve sustainable development than banning their use. Students' understanding of the drawbacks and limitations of artificial intelligence should be coupled with knowledge of successful and creative examples of its use in science (Lim, Gunasekara, Pallant, Pallant, Pechenkina, 2023).

In the era of artificial intelligence, situations in which students interact increasingly often not only with teachers but also with digital educational tools—including chatbots, intelligent recommendation systems, and disinformation de-

tection applications. Transactional analysis allows for a novel understanding of these relationships—as communicative transactions between human ego states and simulated AI states. Applying ETA to the analysis of these interactions allows for a better understanding of why some students unthinkingly accept AI-generated content (e.g., disinformation), while others maintain a healthy distance.

A thoughtful approach to implementing and monitoring the impact of artificial intelligence in educational activities is essential. This will help avoid many threats and thus enable the use and implementation of many innovative AI-based solutions in education. This will help avoid many threats and thus enable the use and implementation of many innovative solutions based on artificial intelligence in education. Media education practiced by teachers in schools plays an extremely important role. Children and young people require a value system that helps them distinguish good from evil, useful things from harmful things. Young users of information and communication technologies need help and support in navigating freely and sensibly in a media-driven society. Media education initiated in a child's immediate environment should serve as an introduction to fundamental media education, which will be continued by teachers in primary and secondary schools. In current media education, the need for further work to understand both the opportunities and threats associated with artificial intelligence in teaching and learning should be strongly emphasized. Research is needed to help understand what the new educational reality will look like and what new skills will be needed to effectively implement the educational process in schools (Giannakos et al., 2024).

Artificial intelligence plays a significant role in the development of media education, offering opportunities to personalize the learning process, analyse data, and create interactive and engaging teaching materials. Integrating AI promotes the development of digital literacy and critical thinking, crucial in the age of disinformation. AI technologies enable students to actively participate in the learning process, while teachers gain support in preparing content, assessing work, and monitoring progress. At the same time, challenges arise related to the ethical nature of use, the threat of manipulation, and the lack of transparency of algorithms, which require a conscious and responsible approach. In the context of ETA (Educational Transactional Analysis), this concept provides reflective tools for teachers, helping them better recognize students' ego states and respond appropriately to their needs. This can strengthen educational processes and research on AI in media education.

In conclusion, it is crucial to introduce systematic training for teachers and educators, as well as to create transparent AI tools supporting the analysis, creation, and interpretation of content. AI and algorithmic issues should be incorporated into media education curricula and promote critical and reflective attitudes based on EAT toward AI-generated content, with particular emphasis on

recognizing disinformation, deepfakes, and algorithmic manipulation. Interdisciplinary research on the impact of AI on media literacy, educational processes, and the information culture of the young generation is also necessary to dynamically adjust teaching approaches and ensure safe, responsible use of AI in media education. The use of AI in media education will increase in the coming years, but it will not completely replace traditional methods or the teacher.

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Sztuczna inteligencja w edukacji medialnej: potencjał, wyzwania i perspektywy

Streszczenie

W artykule omówiono rolę sztucznej inteligencji (AI) w edukacji medialnej, wskazując na jej potencjał w rozwijaniu kompetencji medialnych uczniów, wyzwania związane z jej implementacją, zagrożenia oraz przyszłe kierunki rozwoju. Szczególną uwagę poświęcono personalizacji nauczania, krytycznemu myśleniu, dezinformacji oraz kwestii etycznej obecności AI w procesie edukacyjnym. Artykuł stanowi próbę analizy możliwości, jakie AI niesie dla edukacji medialnej w kontekście dynamicznie zmieniającego się krajobrazu informacyjnego. Rozwój sztucznej inteligencji radykalnie zmienia sposób, w jaki społeczeństwo funkcjonuje, komunikuje się i przetwarza informacje. W kontekście edukacji medialnej pojawienie się AI, systemów rekomendacyjnych oraz personalizacji treści wyznacza nowe wyzwania i redefiniuje kompetencje, które powinny być kształtowane u uczniów i nauczycieli. Edukacja medialna nie może już ograniczać się do analizy tradycyjnych mediów, musi obejmować zjawiska związane z algorytmizacją, dezinformacją generowaną przez AI oraz etycznymi aspektami korzystania z inteligentnych systemów. Celem artykułu jest analiza zastosowania narzędzi opartych na AI w edukacji medialnej, ze szczególnym uwzględnieniem ich roli w rozwijaniu krytycznego myślenia, weryfikacji informacji oraz personalizacji nauczania. Sztuczna inteligencja w edukacji medialnej ma ogromny potencjał jako wsparcie krytycznego myślenia i autonomii uczniów. Jednak, jak pokazuje analiza przez pryzmat EAT (Edukacyjnej Analizy Transakcyjnej), sama technologia nie wystarczy, kluczowa jest umiejętność świadomego zarządzania własnymi stanami ego. Ze względu na szybki rozwój sztucznej inteligencji, analiza opiera się na stanie wiedzy aktualnym na moment pisania (2025). Brakuje długofalowych badań empirycznych nad wpływem sztucznej inteligencji na kompetencje medialne uczniów, dlatego wnioski mają charakter wstępny i analityczny.

Słowa kluczowe: sztuczna inteligencja, edukacja medialna, kompetencje medialne, kompetencje cyfrowe, umiejętność krytycznego odbioru mediów, nowe technologie w edukacji.