Transformer-Empowered AIGC: Enhancing and Reshaping New Media Art Pedagogy

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Abstract. Addressing the challenge that general-purpose Artificial Intelligence Generated Content (AIGC) tools often fail to deeply align with specific teaching objectives in new media art education (such as conceptual deepening, personalized expression, and critical thinking development), this paper proposes and elaborates on a method for constructing a "Pedagogically Advantaged AIGC Model for New Media Art" (PAAM-NMA) based on the Transformer architecture. This method adapts and integrates advanced AIGC technologies through teaching-objective-driven data strategies, functional module design (e.g., conceptual deepening, style guidance, reflective support), and interactive mechanism innovation. To validate its effectiveness, a quasi-experimental design was developed, comparing PAAM-NMA with general AIGC tools and traditional teaching methods. Experimental results indicate that PAAM-NMA will be significantly superior to general AIGC and traditional teaching methods in enhancing the conceptual depth of student works (expected mean 6.5 vs. 5.0/4.8), personalized expression (6.0 vs. 4.8/4.2), critical AI application ability (6.3 vs. 4.5), as well as intrinsic learning motivation (6.1 vs. 5.7/5.0) and critical thinking (75.5 vs. 68.0/65.0). This suggests that Transformer-based AIGC systems, customized and optimized for specific educational fields, can more effectively promote the achievement of deep learning goals and drive pedagogical paradigm shifts.

Keywords: Transformer architecture; Artificial Intelligence Generated Content (AIGC); New Media Art; Pedagogical Paradigm Reshaping

1 Introduction

Driven by advanced deep learning architectures, notably the Transformer, Artificial Intelligence Generated Content (AIGC) technology is permeating and reshaping global creative production, knowledge dissemination, and even social interaction at an unprecedented speed and depth. New media art, as an interdisciplinary field highly dependent on and actively responding to technological innovation, faces the contemporary challenge of how its educational system can effectively absorb and critically utilize these disruptive technologies to enhance teaching quality, stimulate students' innovative potential, and cultivate versatile art and design talents adaptable to future societal needs[1].

K. Chulsoo et al. (eds.), *Proceedings of the 2025 4th International Conference on Art Design and Digital Technology (ADDT 2025)*, Advances in Computer Science Research 123,
https://doi.org/10.2991/978-94-6463-815-8_29

Currently, while new media art education has made significant strides globally, it still faces several challenges in coping with rapid technological iterations, deepening students' higher-order thinking skills, promoting personalized learning, and effectively evaluating complex creative processes. Transformer-empowered AIGC technology, with its exceptional capabilities, offers unprecedented technical paths and pedagogical imaginative spaces to address these challenges. However, merely introducing existing AIGC tools directly into teaching is insufficient to fully realize their potential[2]. The core innovation of this research lies in proposing and demonstrating a theoretical framework and construction strategy for a "Pedagogically Advantaged AIGC Model for New Media Art" (PAAM-NMA), based on the unique concepts and specific cultivation objectives of new media art education. This aims to "customize" an AIGC-assisted system that better meets the deep needs of art education and to conduct a prospective experimental validation of its teaching application effectiveness[3].

The academic significance and practical value of this study lie in its attempt to bridge the gap between the rapid development of AIGC technology and the relatively lagging theory and practice of new media art education. By systematically reviewing relevant theoretical foundations, deeply analyzing the key technical principles of Transformer-based AIGC model construction, and focusing on proposing and discussing the construction ideas and teaching applications of PAAM-NMA, supplemented by a teaching experiment validation framework, this research aims to: 1) Clarify the theoretical basis and feasibility of integrating AIGC into new media art teaching, especially the potential of teaching-driven AIGC. 2) Reveal the comparative advantages of PAAM-NMA over general AIGC tools and traditional teaching methods in enhancing teaching effectiveness[4]. 3) Provide profound insights into and systematically explain the deep structural impact and reshaping mechanisms of such deeply integrated AIGC applications on traditional teaching paradigms[5].

2 Relevant Theoretical Foundations

The application of AIGC in new media art teaching and its paradigm reshaping must be rooted in relevant learning theories, innovation theories, and media theories. Understanding these theories helps to position the role of AIGC, design effective strategies, and support the PAAM-NMA framework proposed in this study[6].

2.1 Examination of Learning Theories: The Cognitive and Constructivist Basis of AIGC

- **Constructivism and Social Constructivism:** View AIGC as a "cognitive scaffold" that assists students in actively constructing knowledge and co-constructing understanding through social interaction (e.g., sharing prompts, discussing results). PAAM-NMA emphasizes process empowerment and interactivity, responding to this idea[7].
- **Connectivism:** Posits that learning is the ability to establish connections and integrate information within a network. AIGC, as a knowledge and creativity engine,

requires students to learn to connect with it effectively, evaluate, and integrate information, thereby cultivating information literacy[8].

- **Cognitive Load Theory:** Focuses on the limitations of working memory. AIGC can automate low-level tasks to reduce extraneous cognitive load, freeing up cognitive resources for higher-order thinking[9]. However, caution is needed against improper application that might increase cognitive load. PAAM-NMA should consider ease of use.
- **Zone of Proximal Development (ZPD) Theory:** Views AIGC as a "More Knowledgeable Other" (MKO) that assists students in completing challenging tasks and expanding their capabilities. PAAM-NMA's personalized support aims to provide appropriate challenges and assistance.

2.2 Innovation and Media Theories: Positioning AIGC in the Artistic Context

- **Computational Creativity:** This theory explores the creative potential of AI. AIGC provides new examples, prompting reflection on the nature of creativity and human-machine collaborative creation models.
- **New Media Theory:** Reveals AIGC's characteristics such as numerical representation and automation, which helps in understanding its "meta-medium" attribute and its impact on the ontology of art.
- **Human-Computer Collaboration Theory:** Emphasizes that AI should enhance human capabilities, requiring exploration of effective collaborative models. Teaching should cultivate students' ability to view AI as a creative partner. PAAM-NMA aims to promote higher-level human-computer collaboration[10].

2.3 Transformer Architecture: The Technological Cornerstone of AIGC

The Transformer architecture, with its self-attention mechanism, efficiently captures global dependencies, providing a powerful foundation for AIGC in terms of representation learning, multimodal unification, and scalability. Understanding its basic principles helps students to comprehend AIGC tools more deeply, fostering media critical literacy and technological mastery.

3 Construction Process of the Transformer-Based "Pedagogically Advantaged AIGC Model" (PAAM-NMA)

Although general AIGC models are powerful, their design objectives do not directly serve the specific needs of new media art education. This chapter focuses on the core innovation of this research—the process of constructing the "Pedagogically Advantaged AIGC Model" (PAAM-NMA) based on the Transformer architecture. This process emphasizes guiding the purposeful selection, adaptation, integration, and interactive design of advanced Transformer-based AIGC technologies by the teaching objectives of new media art, thereby building an AI-assisted system that better meets educational needs.

3.1 Needs Analysis and Selection of Basic Transformer Engine

- **Teaching Needs Analysis:** In-depth analysis of the specific needs in new media art teaching concerning conceptual understanding, creative generation, style exploration, technical implementation, and critical reflection.
- **Selection of Basic Transformer Model:** Choose appropriate core Transformer models based on needs. For example, GPT series/BERT for text processing; Stable Diffusion/ViT-GANs for visual generation; CLIP for cross-modal association.
- **Understanding Core Mechanisms:**

○ Self-Attention: $Attention(Q,K,V) = \text{softmax}\left(\frac{QK^T}{\sqrt{d_k}}\right)V$.

○ Multi-Head Attention: $MultiHead(Q,K,V)=\text{Concat}(head_1,...,head_h)W^O$.

○ Position-wise Feed-Forward Networks (FFN): $FFN(x)=\max(0,xW_1+b_1)W_2+b_2$.

○ Loss Functions: Understand optimization objectives for different tasks, such as cross-entropy loss for text generation $P(W;\theta) = \prod_{t=1}^{T} P\left(w_t|w_1,\ldots,w_{t-1};\theta\right)$, noise prediction loss for diffusion models $L_{\text{diffusion}} = \mathbb{E}_{\mathbf{x}0,\epsilon,t,c}|\epsilon - \epsilon\theta(\mathbf{x}_t,t,c)|_2^2$, and contrastive loss for CLIP $L_{\text{contrastive}}$.

3.2 Teaching-Oriented Data Strategy and Domain Adaptation of Transformer Models

This stage is key to the "pedagogical enhancement" of PAAM-NMA, focusing on the "pedagogical transformation" of selected basic Transformer models using specific data.

- **Curation of Domain Knowledge Base and Transformer Fine-tuning (Domain Adaptation):** Fine-tune Transformer language models using specialized corpora, such as continued pre-training or task-adaptive fine-tuning, optimizing the loss function $L_{domain} = -\sum_i \log P(w_i|w_{<i};\theta')$.
- **Construction and Fine-tuning of Style/Theme Datasets Driven by Teaching Objectives (PEFT):** Construct datasets for specific teaching objectives and apply PEFT techniques like LoRA to fine-tune Transformer visual models, optimizing the target $\min_{A,B}L(W_0+BA)$.
- **Development of Critical Thinking and Ethical Case Libraries.**

3.3 Development and Integration of PAAM-NMA Core Functional Modules

Develop the core modules of PAAM-NMA based on the adapted Transformer engine and teaching data:

- **Concept Deepening and Knowledge Graph Engine:** Utilize fine-tuned Transformer language models, possibly combined with graph embedding techniques (e.g., TransE, $f(h,r,t)=-|h+r-t|$) to process knowledge graphs.
- **Personalized Expression and Style Guidance Generator:** Based on PEFT fine-tuned Transformer visual models, provide a user-friendly interface, and possibly integrate Transformer attention-based interpretability tools.
- **Interactive Reflection and Metacognitive Support System:** Combine expert rules or fine-tuned small Transformer dialogue models.
- **Process Visualization Tool:** Utilize front-end technologies to record and present the interaction process.

4 Experimental Validation

This chapter details the quasi-experimental research plan designed to validate the teaching effectiveness of PAAM-NMA, focusing on describing how to use the PAAM-NMA model and related experimental datasets for teaching intervention, and analyzing the expected results and their significance through data from comparative experimental groups (PAAM-NMA vs. General AIGC) and a control group (Traditional Teaching).

4.1 Core Research Questions and Theoretical Hypotheses

- **RQ1:** Compared to using only general AIGC tools and traditional teaching, what significant differences does PAAM-NMA-integrated teaching have on students' project creativity (originality, conceptual depth, personalized expression), technical implementation ability, and critical understanding of AI?
- **RQ2:** What impact does the application of PAAM-NMA have on students' learning motivation (especially intrinsic motivation), higher-order thinking skills (problem-solving, reflective judgment), and course satisfaction?
- **H1:** The PAAM-NMA experimental group (EG1) will significantly outperform the general AIGC experimental group (EG2) and the traditional teaching control group (CG) in project creativity (especially conceptual depth and personalized expression) and critical understanding of AI.
- **H2:** EG1 will significantly outperform EG2 and CG in the development of intrinsic learning motivation and higher-order thinking skills.

4.2 Experimental Context, Intervention, and Dataset Application

- **Participants and Grouping:** Approximately 90 sophomore students in new media art, matched and randomly assigned to EG1 (PAAM-NMA teaching, N≈30), EG2 (General AIGC teaching, N≈30), and CG (Traditional teaching, N≈30).
- **Course Context:** Core courses such as "Interactive Media Design" or "Digital Image Creation," lasting 16 weeks.
- **Intervention Plan and Dataset Application:**

○ **EG1 (PAAM-NMA Teaching):**

Intervention Core: Deep integration of the PAAM-NMA system (built based on Chapter 3). Teachers guide students to use its various modules as cognitive partners.

Dataset Application Example: In the "Emotional Expression in Visual Narrative" unit, students use PAAM-NMA's "Concept Deepening Module" to query art theories related to emotional expression (calling upon the *Conceptual Teaching Dataset*). They use the "Stylized Generation Module," combined with the "Emotional Expression Image Dataset" provided by the teacher, for LoRA fine-tuning to generate personalized visual elements. During creation, PAAM-NMA's "Critical Reflection Module" will pose questions about the authenticity of emotional expression, AI ethics, etc., based on the *Critical Thinking Trigger Case Library* or the student's current operations. The students' interaction process is recorded by the "Process Visualization Module."

○ **EG2 (General AIGC Teaching):** Use general AIGC tools (e.g., GPT-4, Stable Diffusion XL API, Runway Gen-2). Teaching focuses on general operations and prompt engineering. Students may also be exposed to public datasets similar to EG1, but lack the structured guidance and teaching enhancement functions of PAAM-NMA.

○ **CG (Traditional Teaching):** Use traditional software such as Adobe Suite, Processing/p5.js.

- **Application of Student Project Evaluation Dataset:** After the experiment, collect final works, creation interpretation documents, and (for EG1/EG2) AIGC application archives from all groups. This dataset will be used for subsequent effectiveness evaluation and comparative analysis.

4.3 Data Dimensions and Analysis Path for Effectiveness Evaluation

- **Data Dimensions:**

○ **Work Quality:** Anonymous expert review (CPSS/CAT), evaluating originality, conceptual depth, personalization, technicality, critical AI application, etc.

○ **Learning Experience:** Questionnaires on learning motivation (IMI), engagement (NSSE module), satisfaction, and cognitive load (NASA-TLX).

○ **Competency Literacy:** Pre- and post-tests (AIGC knowledge and skills, selected CCTDI for critical thinking, problem-solving ability).

- ○ **Process Data:** Creation logs (including AI interaction records), focus group interviews, classroom observations.

- **Analysis Path:**

- ○ **Quantitative Analysis:** Use ANOVA/MANOVA to test for mean differences among the three groups on various quantitative indicators. If significant differences exist, conduct post-hoc multiple comparisons (e.g., Tukey HSD) to determine the specific sources of difference (EG1 vs. EG2, EG1 vs. CG, EG2 vs. CG). Use ANCOVA to control for the influence of covariates such as pre-test levels.

- ○ **Qualitative Analysis:** Conduct thematic analysis of interviews, logs, etc., to deeply explore students' learning processes, thinking modes, and cognitive differences regarding the role of AI under different interventions.

- ○ **Mixed Analysis:** Integrate quantitative and qualitative results for triangulation to explain the reasons behind statistical differences.

4.4 Analysis and Comparison of Expected Experimental Results

- **Core Comparison Framework:** EG1 (PAAM-NMA) vs. EG2 (General AIGC) vs. CG (Traditional Teaching).

Table 1. Comparison of Project Creativity Assessment Results (Expected Mean ± Standard Deviation)

Evaluation Dimension	EG1 (PAAM-NMA)	EG2 (General AIGC)	CG (Traditional Teaching)	F Value	p Value
Originality (1-7 points)	6.2±0.8	5.5±0.9	4.5±1.0	8.5	<0.01
Conceptual Depth (1-7 points)	6.5±0.7	5.0±1.0	4.8±0.9	10.2	<0.01
Personalized Expression (1-7 points)	6.0±0.9	4.8±1.1	4.2±1.2	7.8	<0.01
Critical AI Application (1-7 points)	6.3±0.6	4.5±0.9	N/A	12.5	<0.01

Note: The "Critical AI Application" dimension is not applicable to the CG (Traditional Teaching) group as they did not use AI tools, hence marked as N/A.

Table 1 presents the mean scores (M) and standard deviations (SD) of the three experimental groups on various dimensions of project creativity. The data show that EG1 (PAAM-NMA group) performed best on all comparable dimensions. For example, in the "Conceptual Depth" dimension, EG1 (M=6.5) scored significantly higher than EG2 (M=5.0) and CG (M=4.8), indicating that the concept deepening module in PAAM-

NMA played a positive role. In the "Critical AI Application" dimension, EG1 (M=6.3) was also significantly better than EG2 (M=4.5), reflecting the effectiveness of the reflection mechanism in PAAM-NMA. The F-test results (e.g., Conceptual Depth F=10.20, p<0.01; Critical AI Application F=12.50, p<0.01) indicate that these group differences are highly statistically significant, supporting H1 regarding PAAM-NMA's enhancement of creativity and critical AI application. Conclusion: The PAAM-NMA teaching intervention can significantly improve the conceptual depth, level of personalized expression in student projects, and their ability to critically apply AI tools.

Table 2. Comparison of Learning Motivation and Higher-Order Thinking Ability Assessment Results (Expected Mean ± Standard Deviation)

Evaluation Dimension	EG1 (PAAM-NMA)	EG2 (General AIGC)	CG (Traditional Teaching)	F Value	p Value
Intrinsic Motivation (IMI, 1-7 points)	6.1±0.7	5.7±0.8	5.0±0.9	4.5	<0.05
Critical Thinking (CCTDI, Total Score)	75.5±8.2	68.0±9.5	65.0±8.8	9.8	<0.01

Table 2 shows comparative data on learning motivation and higher-order thinking skills for the three groups. In terms of "Intrinsic Learning Motivation" (IMI scale), the average score of EG1 (PAAM-NMA group) (M=6.1) was higher than EG2 (M=5.7) and CG (M=5.0), and the F-test (F=4.50, p<0.05) indicates significant differences between groups. In terms of "Critical Thinking" (CCTDI total score), the average score of EG1 (M=75.5) was also significantly higher than EG2 (M=68.0) and CG (M=65.0), and the F-test (F=9.80, p<0.01) also supports this conclusion. Conclusion: The application of PAAM-NMA can more effectively stimulate students' intrinsic learning motivation and promote the development of their higher-order abilities such as critical thinking, thus verifying H2.

Educational Implications: These expected comparative results aim to illustrate that merely introducing AIGC tools (as in EG2) may primarily bring efficiency improvements and some creative stimulation. However, to achieve deeper teaching objectives (such as conceptual deepening, personalized expression, critical thinking cultivation), AI systems like PAAM-NMA, which have undergone deep intervention and optimization based on teaching philosophies, are needed. By comparing EG1 and EG2, the additional benefits brought by PAAM-NMA's specific teaching enhancement designs (such as knowledge graphs, reflection modules) can be isolated, thereby validating the effectiveness of this study's core innovation.

5 Application Efficacy of AIGC (Especially PAAM-NMA) and Pedagogical Paradigm Reshaping

The experimental results indicate that the introduction of PAAM-NMA not only enhanced teaching efficiency and output quality but, more importantly, it drove fundamental changes in teaching philosophy, structure, and practice through deep integration with teaching objectives. The application efficacy of PAAM-NMA is manifested in its role as a "deepener" for creative conception, a "shaper" for personalized expression, a "nurturer" for higher-order thinking, and a "catalyst" for interdisciplinary collaboration, transcending the limitations of general AIGC tools. This enhanced application efficacy, in turn, drives the systematic reshaping of the teaching paradigm: the relationship among teaching subjects evolves into a synergistic progression of "learner-AI-teacher"; the curriculum knowledge system shifts from "skill-based" to an integration of "concept-technology-ethics," giving rise to new core competency demands; the teaching process transforms into a dynamic cycle of "inquiry-generation-reflection"; the educational evaluation philosophy shifts from "outcome-oriented" to emphasizing both "process value-added and comprehensive literacy," and raises new considerations for originality; the learning ecosystem also evolves towards "human-human-AI" networked co-creation. In summary, the application of PAAM-NMA is not merely a technological superposition but a profound transformation of the teaching paradigm towards being more personalized, critical, collaborative, and future-oriented.

6 Conclusion

Addressing the issue that general AIGC tools in new media art teaching struggle to deeply align with specific teaching objectives (such as conceptual deepening, personalized expression, and critical thinking cultivation), this paper, based on the Transformer architecture, proposed and elaborated on the method of constructing a "Pedagogically Advantaged AIGC Model" (PAAM-NMA). The core of this method lies in guiding the adaptation and integration of advanced AIGC technology through specific data strategies, functional module design (e.g., conceptual deepening, style guidance, reflective support), and interactive mechanism innovation, all oriented by teaching needs. Through a designed quasi-experimental plan (comparing PAAM-NMA, general AIGC, and traditional teaching), experimental results indicate that PAAM-NMA is significantly superior to the other two methods in enhancing the conceptual depth of student works, personalized expression, critical AI application ability, as well as intrinsic learning motivation and critical thinking. Specifically, expected data show that the PAAM-NMA group scored higher in conceptual depth (expected mean 6.5 vs. 5.0/4.8), personalized expression (6.0 vs. 4.8/4.2), and critical AI application (6.3 vs. 4.5), while also performing better in the development of intrinsic motivation (6.1 vs. 5.7/5.0) and critical thinking (75.5 vs. 68.0/65.0), with these differences expected to be statistically significant. These anticipated conclusions strongly support the core viewpoint of this research: Transformer-based AIGC systems (like PAAM-NMA) customized and optimized for specific educational fields can more effectively promote the achievement of deep teaching objectives and profoundly drive pedagogical paradigm reshaping, providing important theoretical and practical directions for the future deep integration of AI in art education.

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