

## **Audience Impact Statement**

By Noah B. Boyd

In creating this project, my goal was to experiment with connecting my central research in evaluating the differing dynamics of government-led AI regulation with concepts of self-regulation among college students. This project was filmed at the University of Notre Dame and recorded with consenting students who have been blurred for anonymity. Rather than presenting a formal explanation of AI regulation, I wanted the video to act as a lived reflection of how rapidly AI use has changed our habits and expectations.

My intended audience is primarily students and teachers who perceive a slightly satirical but realistic output of how AI impacts us. Seeing the outcome of various responses from students will not only allow for relatable content, but also assist teachers in preparation to understand how their classroom can be utilized

Ideally, the audience sees an exposed side of student AI reliance and encourages themselves to practice some level of self-control. Additionally, I hope viewers become more curious about broader issues of AI regulation, such as data transparency, international differences in regulatory models, and how rapidly changing technology makes consistent oversight difficult. The video does not directly lecture about these topics, but I want the audience to draw connections back to the same ideas that surface in my research.

The content of this project aligns with the needs and expectations of the audience by balancing relatability with insight. Students expect honesty and a tone that does not feel like a lecture, which the casual interviews naturally provide. Teachers, on the other hand, may be looking for a clearer understanding of how students are actually using AI outside of structured

classroom rules. Because the “truth” of student behavior is not always something a teacher is easily able to bring up or observe, the video fills that gap by capturing candid and sometimes humorous reactions.

In terms of rhetorical strategies, I relied heavily on humor, authenticity, and contrast. In editing the video, I included moments that were cut in ways that bring humor to the situation, keeping the tone light while still grounded. The video builds credibility by showcasing the authentic voices of Notre Dame students. The blurring of faces and acknowledgment of consent help establish a more realistic environment where students feel comfortable answering how they genuinely think. Additionally, short informational sections placed between interviews also help highlight these patterns and give viewers time to process them.

The project should help the audience become more aware of how normalized AI use has become and how limited the surrounding structure still is. Without explicitly teaching the concepts, the interviews demonstrate how ingrained AI has become in student routines and how unclear or inconsistent the boundaries around it can be. Even though I was not able to talk more specifically about my area of research, I was successful in trying to connect similar ideas in a way that feels grounded and honest. The project sets up a clear contrast between the ideal of regulation and the chaos of real-world behavior, which was exactly the connection I hoped to make. By engaging students and teachers through humor, authenticity, and relatable experiences, the video effectively bridges the gap between academic discussion and everyday reality.