

## **Perception of Artificial Intelligence by Media domain**

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### Abstract

As AI continues to shape our world, it brings forth a mix of positive and negative consequences, as is customary with any societal shift. While BUas's administration has initiated discussions about AI, a comprehensive evaluation of its potential impacts on their various domains is yet to be undertaken. Considering the prevalent applications of AI in daily operations, it raises the question of how well-equipped BUas's Media students are to adapt to the rapid changes in this dynamic industry. To what extent are they informed and receptive to AI's integration into their future roles? Understanding these factors is crucial for the university to formulate informed policies and identify opportunities for incorporating AI into the Media programs, thereby better preparing the students for the evolving landscape. This research demonstrates the awareness, attitude, and acceptance of media students towards data and AI technologies. This research also provides ample evidence to affirm the outlook of Media students and staff that they are positive about it and are willing to accept AI in their curriculum. After analyzing these findings, I recommend that policymakers should include incorporating AI into the Media domain to familiarize future professionals with its applications in roles like video editor, scriptwriter, producer, director, digital marketer, cinematographer, photographer, etc. The applications of AI in the media sector are already remarkable, evident in areas such as filtering fake news, content personalization, and targeted advertising. Additionally, policymakers could provide keen media students, the option to specialize in AI within the media domain, potentially in the third or final year of the study. This would allow them to learn a focused expertise that aligns with the demands of an increasingly AI-driven industry.

## Introduction

The ongoing transformation of Artificial Intelligence (AI) in society brings both positive and negative effects. Although the leadership at Breda University of Applied Sciences (BUas) has started to engage in more frequent discussions about AI, the potential impacts on its diverse domains have yet to be fully considered. BUas is a globally recognized institution committed to delivering high academic standards. It offers a wide array of programs, spanning from Media, Data Science & AI, Facility, Games, Hotel, Leisure & Events, Logistics, Built Environment, to Tourism, all operating at both professional and academic levels. Collaborating closely with students and field experts. BUas actively seeks partnerships with industry pioneers, fostering innovation, research, and the generation of fresh ideas. In conjunction with BUas, I conducted a study examining the influence of AI in the Media sector, which encompasses three distinct study programs: Creative business, Executive master media innovation, and Master media innovation.

### AI in the Media industry (literature review)

AI is revolutionizing content creation and personalization across various industries. In content creation, AI-powered tools like ChatGPT generate high-quality text, aiding in drafting articles, blogs, and marketing materials swiftly [1]. Additionally, AI algorithms can analyze data to identify trending topics and optimize content for search engines, enhancing visibility. In content personalization, AI leverages user data to deliver tailored experiences. This is evident in recommendation engines on platforms like Netflix and Spotify, which suggest content based on viewing history [8]. Furthermore, AI-driven chatbots engage with customers in real-time, offering personalized responses and product recommendations, thereby enhancing user satisfaction and conversion rates.

In recent times, the application and optimization of AI algorithms in multimedia and media production have revolutionized the industry, driving significant research and development. However, a recent study [11] identified limitations in current methodologies, particularly in layout and resource allocation. It proposes a structured approach utilizing

AI algorithms and engines to enhance pre-processing stages, potentially leading to more accurate and efficient design processes.

AI has significantly advanced the marketing industry by enabling personalized customer interactions, precise needs identification, and the analysis of extensive datasets [6]. Predictions even suggest that AI's impact will surpass that of social media in marketing effectiveness [4]. Widely utilized techniques encompass personalized product recommendations, targeted advertisements, and client clustering for pattern recognition, indicating an imminent era of comprehensive marketing automation. Additionally, AI plays a pivotal role in price management and strategic marketing planning [9]. Nevertheless, there are still obstacles, including slower AI acceptance in advertising and media compared to other industries, intensified by a limited understanding of AI capabilities. This raises concerns about potential job displacement and negative attitudes towards AI integration in marketing strategies [14], necessitating thoughtful consideration of future job training and educational approaches.

### **Research Design**

It is imperative to assess the level of readiness among Media students at BUAs in adapting to the rapid changes occurring in this dynamic industry. This entails understanding the student's awareness, attitudes towards AI, and their willingness to incorporate it into their professional sphere. Such insights are pivotal for the university in formulating informed policies and identifying opportunities to integrate AI into the Media programs, effectively preparing students for the burgeoning influence of AI.

To gauge the awareness, attitudes, and acceptance levels among the Media student population at BUAs, a comprehensive research approach was employed. This involved conducting surveys with media students and interviews with lecturers specializing in the media domain. Both methodologies were chosen to capture a diverse range of perspectives and experiences. The central question addressed in this study is: How can the AI knowledge and tools be implemented into the BUAs Media program (=Creative Business)?

The hypothesis for this question is that the integration of Artificial Intelligence (AI) knowledge and tools into the BUas Media program will have a positive correlation within the BUas media domain between the variables "thoughts towards AI" and "attitude towards using AI". Furthermore, this integration is anticipated to enhance content creation, grading strategies, and overall program effectiveness, creating favorable perceptions and attitudes among staff, students, and prospective media professionals. The null hypothesis states that the integration of AI knowledge and tools within the Media program will not yield any discernible effect, be it positive or negative.

Attitudes play a key role in shaping our understanding of the world around us. They serve as a cognitive framework, giving stability to our environment, and allowing for predictions and a sense of control. Furthermore, attitudes allow us to organize and structure our experiences, influencing acceptance. Understanding an individual's attitude provides valuable insights into predicting their acceptance levels. For instance, if one holds a positive view towards AI, it is reasonable to anticipate their openness to its integration into their daily life, as noted by [7].

### **Research Questions**

Before implementing artificially intelligent solutions at BUas, it is crucial to gauge the opinions of both staff and students. This will provide the foundation for further progress. If there is a general lack of knowledge about AI tools, prioritizing awareness-raising efforts would be more effective than immediately integrating the tools into the program. Conversely, if there is already a high level of knowledge, introducing everyone to artificial intelligence may not be necessary. Therefore, a study was undertaken to assess various variables in order to address the following questions. The primary focus of this paper is to explore the following qualitative question, which serves as the central theme:

**RQ1:** What are the perceptions and attitudes of faculty members in the media domain at BUas regarding the integration of Data & AI concepts into the curriculum?

In addition, several supplementary qualitative questions were formulated to assist in devising the optimal solution for the given issue:

**RQ2:** To what extent do media students perceive the impact of Data & AI on the future job landscape within the media industry? **RQ3:** What is the current level of awareness among media students compared to lecturers at BUas concerning Data & AI technologies? **RQ4:** Does an individual's prior experience with AI influence their level of acceptance of it?

## Materials and Methods

I investigated the awareness, attitude, and acceptance of Media students at BUas towards AI using an online survey among media students and interviews with staff of the Media domain of BUas. I chose to do an online survey for the quantitative because it was the most efficient way to get

### Participants

The online survey was created using the online tool Qualtrics and was shared with students and staff using a QR code. Participation in the survey was voluntary and the purpose of the survey was explained in the introduction. The responses were made completely anonymous, ensuring the confidentiality of the participants. Clicking the "I consent" button indicated informed consent. A total of 586 individuals participated, including 413 students and 173 staff members and educators. After filtering the data, the final subset consisted of 94 students and staff from the Media domain at BUas.

### Design

To gain a comprehensive understanding of students' awareness and perspectives regarding Artificial Intelligence (AI) across various domains at Breda University of Applied Sciences (BUas), a mixed-method approach, incorporating both qualitative and quantitative research techniques, was employed. The study comprised two significant phases:

- Quantitative Phase: In this phase, an online survey was designed to gather general

opinions and assess students' awareness of AI. The digital survey was launched on November 5, 2023. As of now, the survey remains accessible, providing a broad participant base with ample time to respond.

- Qualitative Phase: To delve deeper into the initial survey findings, subsequent face-to-face interviews were conducted. These interviews served as a platform to discuss the survey results in detail and facilitated a more profound exchange of information about the role and implications of AI.

## **Materials**

The primary materials utilized in this research study include:

- Online Survey: Developed on the Qualtrics platform, this survey aims to comprehend the awareness, attitudes, and acceptance of AI among both students and employees of Breda University of Applied Sciences (BUas) across all institutional domains. Appendix A contains all the survey questions. The survey encompasses:

- Consent: Ensuring voluntary participation and a clear understanding of the survey's purpose. Demographic Information: Capturing data about the diverse respondents. Domain-specific Information: Tailoring questions to pinpoint the respondent's area within BUas.

Awareness of AI: Assessing respondent familiarity with Artificial Intelligence. Attitudes towards AI: Grasping positive and negative sentiments towards AI. Acceptance of AI: Gauging openness and willingness to integrate AI in respective fields. Interviews: In addition to individual discussions with BUas lecturers, a focus group session was conducted with 2nd year media students. This session aimed to extract collective insights and foster open dialogue about AI concerns, beliefs, and aspirations, enriched by their academic experiences.

## **Procedure**

The online survey was sent to all BUas students and staff using the BUas email system. To help gather more responses our research team put flyers all over the campus



with a QR code link to the survey. This way the staff and students could fill in the survey more easily and we would get more data. After the data collection, we exported the data from Qualtrics, and we cleaned and analyzed the data using statistical analysis in the R programming language. ChatGPT was used to assist in creating R-scripts and to make sure our code was written according to the tidyverse style guide. but the code was checked by us to make sure the code is valid. After performing an Exploratory Data Analysis (EDA), I created a subset of the data so that it contained data relevant to measuring the awareness, attitudes, and acceptance levels among Media students, and staff at BUas.

## **Reliability**

The process in which we collect data needs to be reliable. We need to make sure the data we collect is consistent. We made sure of this by including multiple questions to measure the same thing. For example (aware\_everyday, media\_knowledge for awareness) to measure awareness.

## **Validity**

The survey questions were borrowed from previous studies, eliminating the need for validation. Various parts of multiple questionnaires were repurposed for this survey. To gauge attitudes towards AI, a segment from a different study's survey was incorporated [12]. Modifying acceptance questions was necessary, as the original ones were tailored for clinical artificial intelligence [2]. Additionally, another survey was utilized in constructing the questionnaire for this study [5], which itself is grounded in earlier research [13].

In addition to reusing survey questions, we also took measures to validate our data collection approach. To ensure its validity, we developed a draft of the interview questions and had them reviewed and evaluated by lecturers in the Data Science and AI field at BUas. Every question included in the survey was deliberately crafted to assess awareness, attitude, and acceptance of AI.

## Statistical Analysis

RStudio was the tool used to perform an Exploratory Data Analysis (EDA). This was done to understand what the data looks like, to clean the data, and to prepare the data for further analysis. RStudio was also used to do a t-test on the data as a part of the advanced statistical analysis of the results. The significance value of the test was chosen at a p-value of 0.05. When the p-value surpasses 0.05, it signifies the likelihood of the null hypothesis being valid. Conversely, one minus the p-value denotes the probability of the alternative hypothesis being true. If the test outcome is statistically significant ( $P < 0.05$ ), it indicates that the test hypothesis is unreliable or should be dismissed. Alternatively, if the p-value exceeds 0.05, it implies that no significant effect was detected.

## Findings

A total of 586 people participated in the survey and 94 were from the Media domain (16%). 476 students pressed the “I consent” button so they agreed to answer the survey honestly and gave us informed consent. As shown in Figure 1, out of all the answers from the Media domain 84 were students and 9 were Educators (which include: educators (8), management, supporting staff (1), and other staff). In Figure 2 you can see that most of our respondents were from the age category of 18-24 years old. In Figure 3 you can see that the majority of our respondents are first-year students, here it also shows that Educators (which include: educators, management, supporting staff, and other staff) teach more than 1 year.

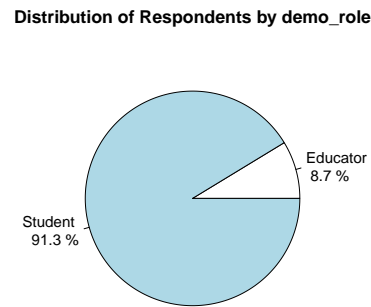


Figure 1

Distribution of Respondants by Role

	Year Category	Percentage	
1	Master Student	Master Student	3.3
2	Year 1	Year 1	56.5
3	Educator	Year 1,Year 2	1.1
4	Educator	Year 1,Year 2,Year 3,Year 4 (or more)	2.2
5	Educator	Year 1,Year 2,Year 3,Year 4 (or more),Master Student	1.1
6	Educator	Year 1,Year 2,Year 4 (or more)	1.1
7	Educator	Year 1,Year 3,Master Student	1.1
8	Year 2	Year 2	15.2
9	Educator	Year 2,Year 3,Year 4 (or more)	1.1
10	Educator	Year 2,Year 3,Year 4 (or more),Master Student	1.1
11	Year 3	Year 3	9.8
12	Year 4 (or more)	Year 4 (or more)	6.5

Figure 2

Distribution of Respondants by Year

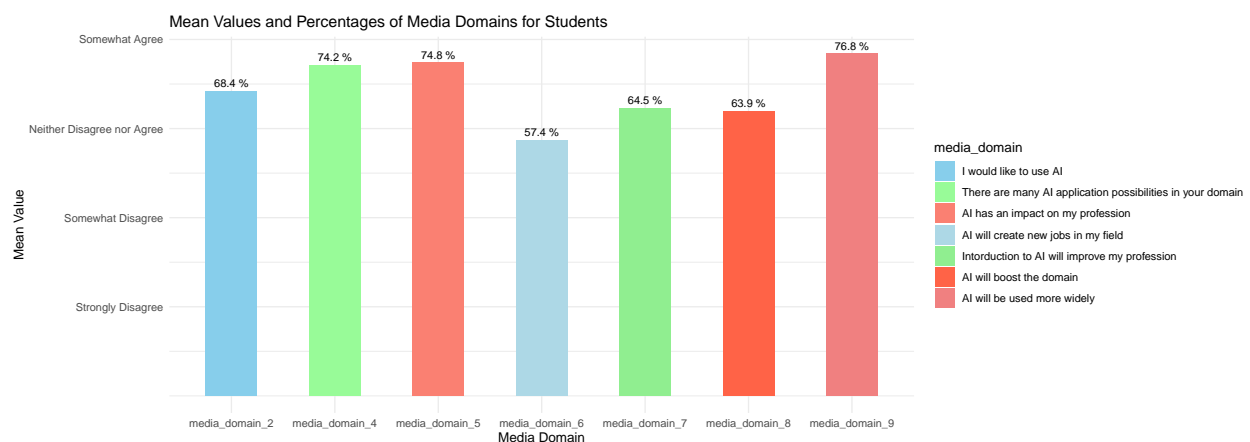
	Age Category	Percentage	
1	18-24	18-24	91.3
2	25-34	25-34	1.1
3	35-44	35-44	2.2
4	45-54	45-54	3.3
5	55-64	55-64	2.2

Figure 3

## Distribution of Respondants by Age

### Attitude (To what extent do media students perceive the influence of Data & AI on the future job landscape within the media industry?)

Figure 4 visualizes the attitudes of students in the Media domain on how they perceive the influence of AI influencing their future job market in the media industry. As shown in Figure 4, students have a cheerful outlook toward AI and its influence on the future job market in the media industry. As shown in the figure 68.4% chose “Neither Disagree nor Agree” when asked if they would like to use AI. 74.2% chose “Somewhat Agree” when asked if there are many AI application possibilities in your domain. Around 74.8% of respondents chose “Somewhat Agree” when asked if AI has an impact on their profession. Approximately 57.4% of respondents chose “Neither Disagree nor Agree” when asked if AI would create new jobs in their field. Around 64.5% of respondents answered “Neither Disagree nor Agree” when asked if the introduction to AI would improve their profession. Approximately 63.9% of respondents answered “Neither Disagree nor Agree” when asked if AI would boost their domain. Around 76.8% of respondents answered “Somewhat Agree” when asked if AI would be used more widely. According to Figure 4, it shows that students generally have a positive attitude when it comes to data and AI influencing their future job market in the media industry.

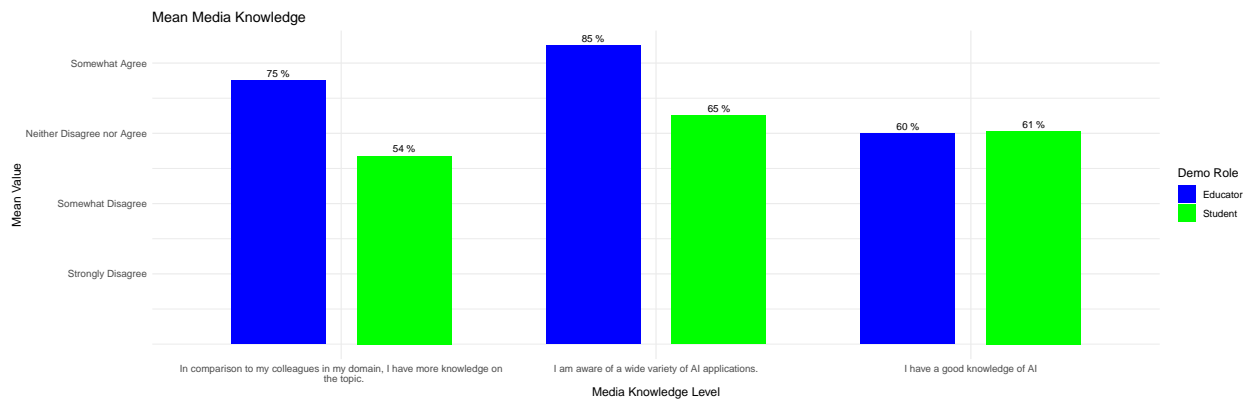


**Figure 4**

The results of the categorized question investigating attitudes.

### Awareness (What is the current level of awareness among media students vs. educators at BUas regarding Data & AI technologies?)

Figure 5 visualizes the awareness of students and educators (which include: educators, management, supporting staff, and other staff) in the Media domain regarding data and AI technologies. When asked: “in comparison to their colleagues in their domain, I have more knowledge on the topic,” 54% students answered, “Neither Disagree nor Agree” and 75% of Educators answered, “Somewhat agree”. When asked: “I am aware of a wide variety of AI applications,” 85% of Educators answered, “Somewhat agree” while 65% of students answered, “Neither Disagree nor Agree”. When asked: “I have good knowledge of AI,” 61% of students answered, “Neither disagree nor Agree” and 60% of educators answered, “Neither Agree nor Disagree” as well. As shown in Figure 5, students in general have less knowledge of Data and AI technologies than educators.



**Figure 5**

The results of the categorized question investigating knowledge.

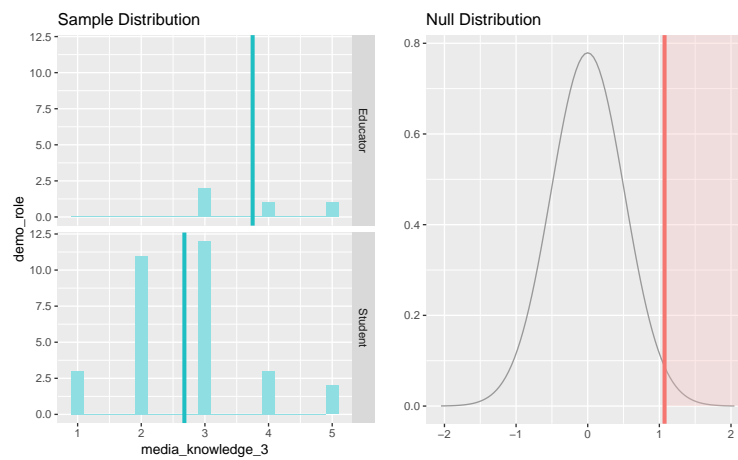
Statistical inference tests were employed to assess if there were any significant disparities. Each variable underwent an individual test to ascertain differences at a 95% confidence level. Consequently, hypotheses needed to be formulated for all the measured variables.

Null Hypothesis ( $H_0$ ): There is no discernible distinction between the understanding of AI among students and that of lecturers.

If the p-value does not support the null hypothesis ( $H_0$ ), the alternative hypothesis ( $H_a$ ) will be embraced.

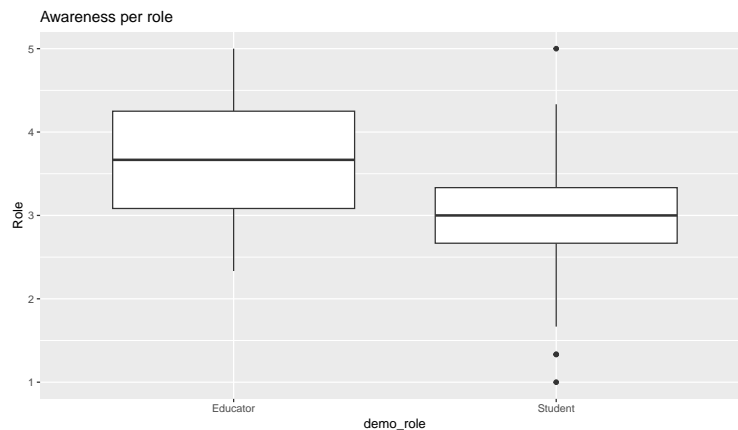
Alternative Hypothesis ( $H_a$ ): There is a disparity in the knowledge of AI between students and lecturers.

The inference test for the knowledge of data and AI technologies between students and educators resulted in a p-value of 0,64. This means that the alternative hypothesis will be accepted ( $H_a$ ) stating that there is a disparity of knowledge between students and educators.



**Figure 6**

Null distribution awareness.

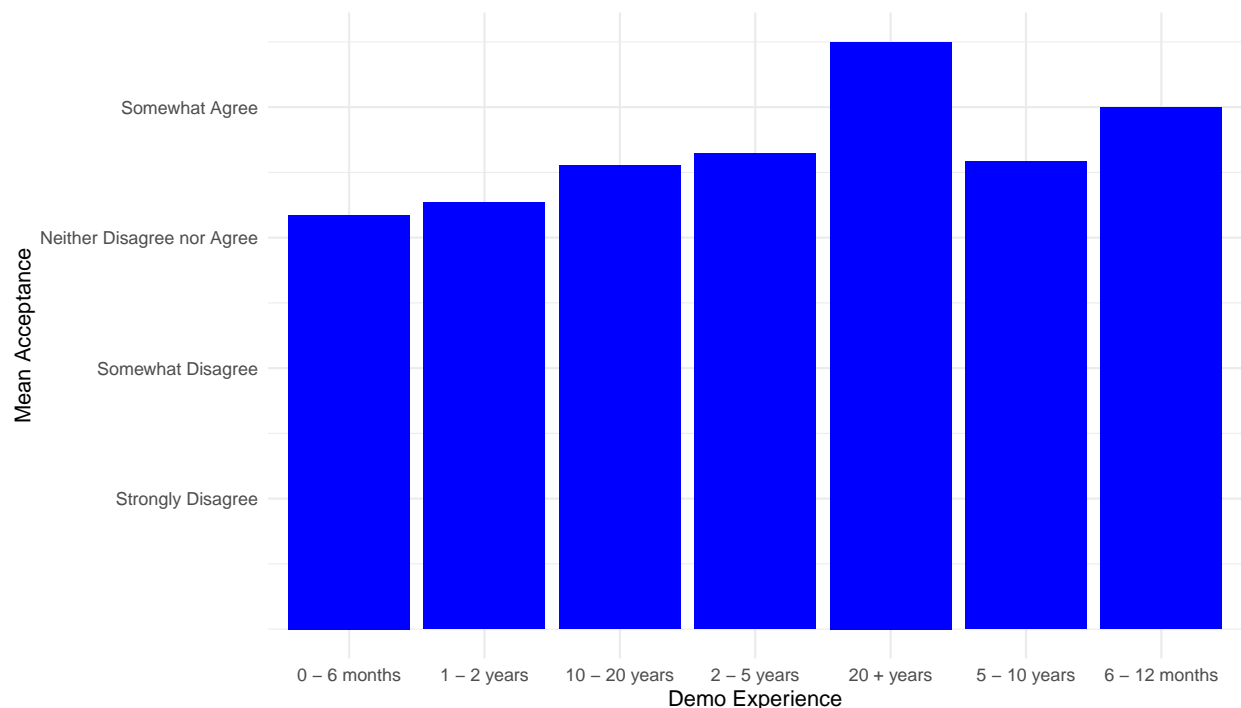


**Figure 7**

Box plot of Awareness.

### Acceptance (Does the experience the person has with AI impact the level of acceptance of AI.)

Figure 8 visualizes the acceptance of people from the Media domain regarding using and working with data and AI technologies. As shown in figure 6, people that have around 0-6 months of experience and people with 1-2 years of experience have a neutral level of acceptance of using and working with data and AI technologies. While people from 6-12 months, 2-5 years, 5-10 years, 10-20 years, and 20+ years have a positive level of acceptance of using and working with data and AI technologies.

**Figure 8**

Acceptance.

Null Hypothesis (H0): There is a correlation between the acceptance of AI and the experience a person has.

If the p-value does not support the null hypothesis ( $H_0$ ), the alternative hypothesis ( $H_a$ ) will be embraced.

Alternative Hypothesis ( $H_a$ ): There is no correlation between the acceptance of AI and the experience a person has.

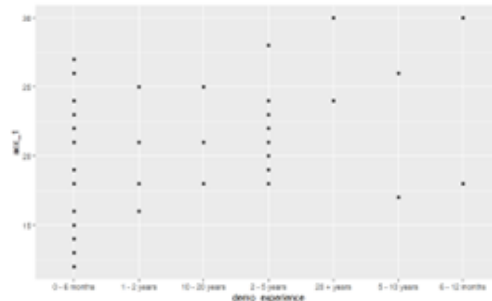


Figure 9

Acceptance

```
Call:
lm(formula = acc_1 ~ demo_experience, data = gss_c1)

Residuals:
    Min       1Q   Median       3Q      Max
-4.5000 -3.0833 -0.9667  3.1667  5.4000

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)    19.600     1.819   10.774 4.85e-06 ***
demo_experience5 - 10 years    1.900     3.403    0.558  0.5919
demo_experience10 - 20 years    1.733     2.971    0.583  0.5756
demo_experience20 + years     7.400     3.403    2.174  0.0614 .
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 4.068 on 8 degrees of freedom
Multiple R-squared:  0.3724,    Adjusted R-squared:  0.1371
F-statistic: 1.582 on 3 and 8 DF,  p-value: 0.2681
```

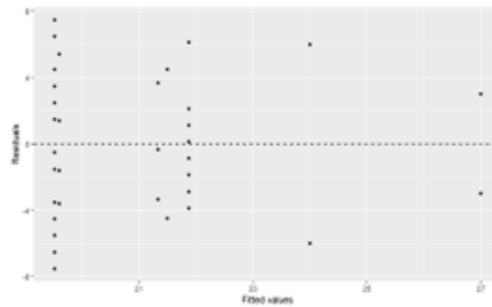
Figure 10

Linear model

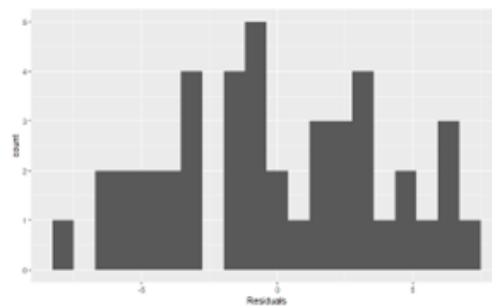
First I loaded the data that I wanted then I cleaned it by looking at the amount of NA values. I had high amounts of NA values so I could omit those observations from the data to clean the data. I then detected the number of outliers there were, and I deleted them. In Figure 9 you can see the scatter plot of Acceptance ( $acc\_1$ ) versus Experience ( $demo\_experience$ ). I built a linear regression model and I got a p-value of 0.27, see figure 10. This was very high, so I looked at what the residuals looked like to see how well the



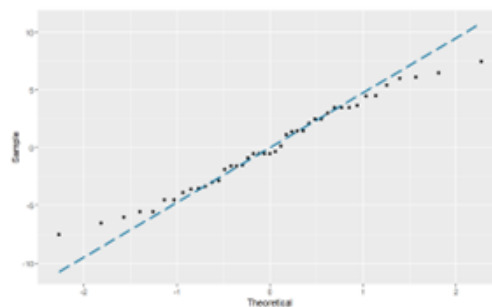
linear model fit the data set, see Figure 11. The data set shows no pattern in the residuals, so we can use a straight line to model the data. To investigate the residuals a bit more to understand the high p-value, I plotted a histogram (Figure 12) and a normal probability plot of the residuals (Figure 13).

**Figure 11**

Fitting linear model

**Figure 12**

Histogram of residuals

**Figure 13**

Normal probability plot

I then used a Box-Cox transformation to transform my target variable so that my data closely resembles a normal distribution. The new normal probability plot from before the Box-Cox transformation (Figure 13) and the normal probability plot of after the transformation (Figure 14) shows no difference. After the evaluation of the new model still comes with a p-value of 0.27 (Figure 15). This means that the alternative hypothesis will be accepted ( $H_a$ ) stating that there is no correlation between the acceptance of AI and the experience a person has.

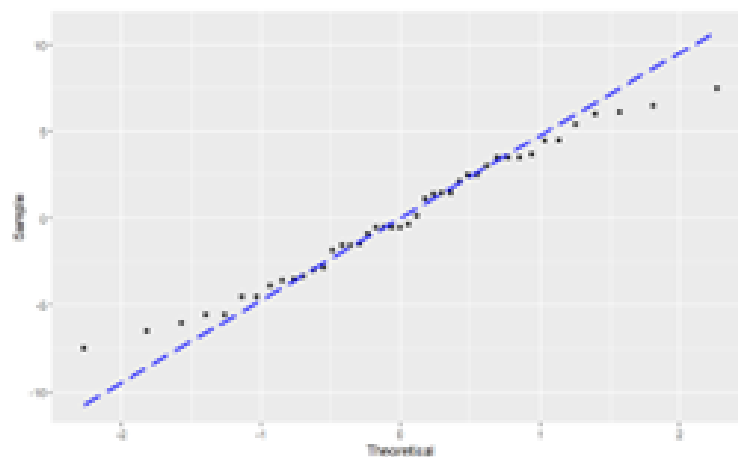


Figure 14

Normal Probability plot 2

```
Call:
lm(formula = acc_1 ~ demo_experience, data = gss_c1)

Residuals:
    Min       1Q   Median       3Q      Max
-4.5000 -3.0833 -0.9667  3.1667  5.4000

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)      19.600      1.819   10.774 4.85e-06 ***
demo_experience5 - 10 years    1.900      3.403    0.558  0.5919
demo_experience10 - 20 years    1.733      2.971    0.583  0.5756
demo_experience20 + years    7.400      3.403    2.174  0.0614 .
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 4.068 on 8 degrees of freedom
Multiple R-squared:  0.3724,    Adjusted R-squared:  0.1371
F-statistic: 1.582 on 3 and 8 DF,  p-value: 0.2681
```

Figure 15

Linear Regression 2

## Discussion

As Figure 4 shows, most of the students have a neutral or positive attitude toward the influence of data and AI in the future job landscape within the media industry. This is because they are only now learning about data and AI, so they do not have much knowledge about it. Another reason for this is because some students think that jobs in media will be taken over by AI. Actually it will create even more jobs, this corresponds with what the lecturers said during one of the interviews. This way students will learn how to use AI alongside their study and can implement it in their future jobs.

One of the lecturers we interviewed agrees with this as he thinks it is important to learn about AI in the study because jobs will have a big shift and the people who are able to use AI (AI specialists) would take over.

As figure 5 shows Educators (which include: educators, management, supporting staff, and other staff) are more aware of Data and AI technologies, this makes sense as they have been in the media industry for many years and must have more knowledge to teach the students. This was unexpected, as Expectations were set for students to possess a greater understanding of AI compared to educators. This anticipation stemmed from the perception that AI, being a nascent technology, is increasingly integrated into daily activities such as face recognition, banking, media, and various other domains. [10]. I hypothesized that, as AI has become more popular in the last few years [3], the educators may not have much knowledge about AI and the students (who use technology more than educators) would have more knowledge of AI.

As depicted in Figure 6, the age group exhibiting the highest acceptance level is the 20+ age group. This outcome was unexpected, given the initial assumption that they might prefer traditional methods. However, it is conceivable that the elevated acceptance rate within the 20+ age group is attributed to their observation of the evolving media industry shaped by modern technologies and methods. AI, being the latest advancement in a series of changes in the media sector, necessitates the acquisition of new skills by

employees. A lecturer we interviewed shares this perspective, emphasizing the importance of comprehending AI as a tool to enhance job efficiency. According to this lecturer, it falls upon teachers to impart these new skill sets to students.

Figure 6 also highlights that the age group displaying the lowest acceptance of data and AI technologies is the 0-6 months age group, corresponding to first-year students. Potential reasons for this low acceptance could include a perception of complexity or fear stemming from limited knowledge about the subject, aligning with insights shared by one of the interviewed lecturers.

### **Recommendations**

This research reported on the attitude, awareness, and acceptance of media students on the integration of AI in the Media domain. The aim of this study is to inform policymakers of a way to identify opportunities for integrating AI into the Media program and to better prepare students for the evolving landscape. Recommendations include incorporating AI into the Media domain to familiarize future professionals with its applications in roles like video editor, scriptwriter, producer, director, digital marketer, cinematographer, photographer, etc. The significance of AI in media can already be seen in everyday things such as filtering fake news, content personalization, targeted advertising (Infosys BPM, n.d.). Additionally, policymakers could provide keen media students, the option to specialize in AI within the media domain, potentially in the third or final year of the study. This would allow them to learn a focused expertise that aligns with the demands of an increasingly AI-driven industry.

### **Conclusion**

The ongoing transformation caused by AI will bring both positive and negative impacts to society. As the BUas administration has begun discussing AI more frequently, its potential effects on the university's domains have not been fully considered. This research delves into the awareness, attitudes, and acceptance of the Media domain towards data and AI technologies. This perception is crucial to the university to make informed

policies and explore opportunities for integrating AI into the Media domain, preparing the students for the increasingly widespread presence of AI. This study provides evidence to affirm that the outlook of Media students and staff are positive about it and are willing to accept AI in their curriculum. Additionally, policymakers could provide keen media students, the option to specialize in AI within the media domain, potentially in the third or final year of the study. This would allow them to learn a focused expertise that aligns with the demands of an increasingly AI-driven industry. Future research in this area should involve a larger sample size and should include additional variables, such as their opinions on their future job roles. Furthermore, obtaining participants' perspectives on what they perceive AI to be when they graduate would be intriguing, given the evolving and debatable nature of the subject. Insights gained from these inquiries could shed light on the critical factors for shaping informed policy and identifying opportunities to incorporate AI into the Media program, thereby preparing media students for the ascent of AI.

### **Limitations**

We must recognize the limitations of our research. Firstly, the sample size was not varied as most of the results from the survey were from the first years. This prevented us from finding significant variations that would help us. The survey was also intentionally kept concise and easy to complete so that the students would fill the survey in properly. To make our survey short and efficient, the survey was made in such a way that not all students would be shown all the questions. The survey would randomize certain questions, which results in having many "NA" in our data set. This resulted in us not being able to make a proper analysis of the awareness, attitude, and acceptance of the Media domain. Finally, we cannot fully dismiss the possibility of bias, as respondents may have had a greater interest in AI and may have expressed more favorable opinions compared to respondents who do not favor AI.

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### Appendix

question code	full question	possible answers
media_experience	How much work / study experience with AI or AI tools do you have? The amount of knowledge/experience with AI/AI tools in years.	less than 1 year, 1 - 2 years, 3 - 4 years, more than 5 years
media_subdomain	What sub-domain are you most interested / knowledgeable in?	Content, Production, Marketing, Interactive
media_knowledge_1	There are many beneficial applications of artificial intelligence.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_knowledge_2	I am impressed by what artificial intelligence can do.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree



media_knowledge_3	In comparison to my colleagues in my domain, I have more knowledge on the topic.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_knowledge_4	I am aware of a wide variety of AI applications.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_knowledge_5	I have a good knowledge of AI.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_knowledge_6	I have experience working with ChatGPT/ BingAI.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_knowledge_7	I have experience working with AI tools other than ChatGPT/ BingAI.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree

media_trust_1	Artificial intelligence can a have positive impact on people's well-being	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_trust_2	Artificial intelligence can provide new economic opportunities for this country	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_trust_3	Artificially intelligent systems can perform better than humans	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_trust_4	For routine transactions, I would rather interact with an artificial intelligence	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_trust_5	Artificial intelligence makes me feel great about human ingenuity	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree

media_trust_6	Artificially intelligent systems can help people feel happier	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_trust_7	Some complex decisions are best left to artificial intelligence	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_trust_8	I would entrust my life savings to an artificially intelligent investment system	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
will_to_learn_1	I am interested in using artificial intelligence in my daily life	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
will_to_learn_2	Artificial intelligence is exciting	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree

will_to_learn_3	I love everything about artificial intelligence	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
will_to_learn_4	I am satisfied with how my domain is equipped for the application of AI	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
will_to_learn_5	I am willing to learn about AI	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
will_to_learn_6	I would like schools to offer AI related training	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_domain_1	An artificially intelligent agent would be better than an employee in many routine jobs.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree

media_domain_2	I would like to use artificial intelligence in my own job.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_domain_3	I often use AI in my daily work.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_domain_4	There are many AI application possibilities in your domain.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_domain_5	AI has a noticeable impact on my profession.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_domain_6	AI will create new jobs in my field.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree

media_domain_7	The introduction of AI will lead to improvement in my profession.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_domain_8	AI will boost the domain	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_domain_9	AI will be used more widely in the domain	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_development_1	Much of society will benefit from a future full of artificial intelligence	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_development_2	I am willing to use AI if needed	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree

media_development_3	Employees who use AI will replace those who don't	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_development_4	The development in AI makes me more willing to engage in the domain	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_development_5	The development of AI makes the domain less attractive to me	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_sp_1	I understand the ethical implications of using AI in media, especially in terms of deepfakes and misinformation.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree

media_sp_2	AI can enhance creative processes in media by offering suggestions or automating mundane tasks.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_sp_3	AI can lead to innovative storytelling techniques in the media industry.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_sp_4	AI can offer deeper insights into audience preferences, leading to more tailored and engaging media content.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_sp_5	Traditional grading methods may not be suitable when AI tools are used in assignments.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree



media_sp_6	I treat AI as a tool more than a decision maker.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_sp_7	AI is more of a buzzword than a tangible tool in the media curriculum right now.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_sp_8	Assignments should focus more on human creativity and critical thinking rather than just AI-generated content.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
media_sp_9	Guest lectures from AI industry experts would be beneficial for students.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree

media_sp_10	The distinction between a story and a well-crafted story is essential when using AI in content creation.	Strongly disagree, Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree
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