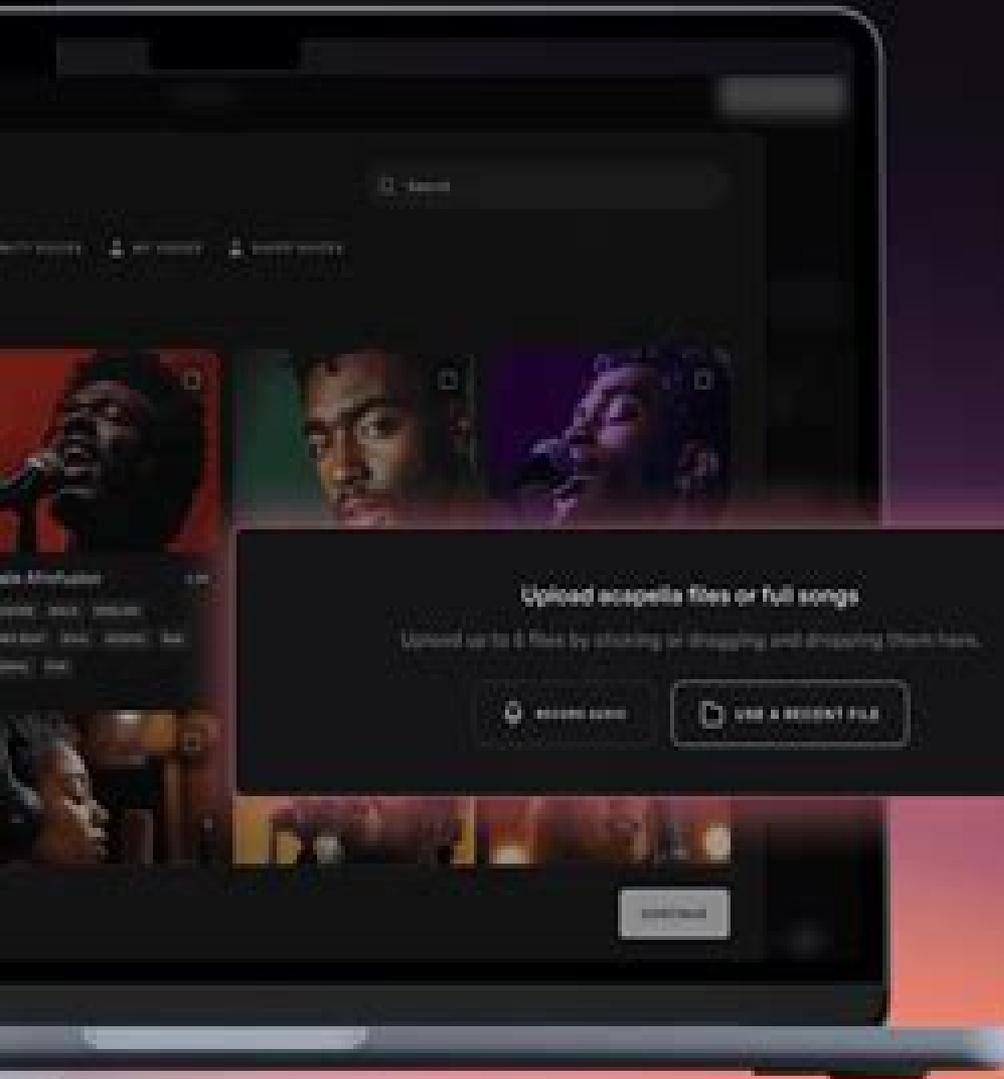


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While technological innovation has long reshaped artistic and cultural practices the rise of generative AI Gen AI represents an unprecedented disruption due to its scale speed and capacity to produce outputs that can rival and surpass human creativity This edited book examines how AI is transforming creativity redefining industries and raising new questions of authenticity originality and human agency Specifically it focuses on psychological and social implications of the GenAI revolution in creative fields The collection brings together seventeen chapters by international scholars from psychology sociology marketing cultural studies education and related fields These contributions provide theoretical conceptual and empirical insights into how creativity is being redefined across multiple sectors contributing to the development of a new paradigm for understanding creative industries in the age of AI Each chapter concludes with research questions to stimulate classroom debate inspire research proposals and guide further inquiry It thus serves both as a teaching resource for seminars and workshops and as a reference for postgraduate research projects and scholarly collaboration The book is designed primarily for academics higher education students and instructors working on the intersection of AI creativity arts and management The Arts and Computational Culture: Real and Virtual Worlds Tula Giannini,Jonathan P.

Bowen,2024-06-27 A Paradigm Shift and Defining Moment in the 21st Century Fuelled by the convergence of computational culture artificial intelligence and machine learning arts and culture are experiencing a revolutionary moment poised to change human life and society on a global scale There is the promise of the Metaverse with extended reality XR and immersive virtual worlds For the first time reality and virtuality are merging with these new developments The proposed book is among the first to address the context complexity and impact of this multi faceted subject in detail for up close and personal engagement of the reader while evoking a landscape view As digital culture evolves to computational culture we embark on a digital journey from 2D to 3D where flat computer screens for the Internet and smart phones are evolving into immersive digital environments This is while new technologies and AI are increasingly embedded in every aspect of daily life the arts and education *Teaching and Assessing with AI: Teaching Ideas, Research, and Reflections* Davide Girardelli,Kelly Merrill Jr ,Amy Wanyu Ou,2026-03-19 By the end of 2022 generative AI technologies based on large language models had become easily accessible and increasingly widespread As disruptive technologies their full impact and range of applications are still unfolding Education is one of the six key application areas for generative AI identified by Chiarello et al 2024 alongside human resources programming office automation social media and search engines In education generative AI offers new possibilities for teaching and assessment such as personalized tutoring automated feedback and adaptive systems e g Jensen et al 2024 However these innovations also present significant challenges that educators must navigate to ensure that all learners may benefit from them Specifically educators are called to tackle among other things the changing dynamics of teacher student communication the shifting nature of their role ethical concerns in assessment and the impact of generative AI on intercultural understanding in increasingly diverse education settings The aim of this Research Topic is to

offer a platform for researchers and educators to reflect on the impact of these technological shifts on classroom culture and to share innovative pedagogical experiments that enhance teaching and assessing practices The editorial team has chosen a short paper format to capture fresh ideas conversations and pedagogical experimentations making them easily accessible to a wider audience of researchers and teachers This multidisciplinary project welcomes contributions from teachers and researchers across a variety of fields e g communication education computer science economics mathematics and biology We are particularly interested in practices with cross disciplinary relevance that can shape classroom cultures at the tertiary level The generative AI tools discussed in contributions must be available in a free or free tier version or commonly available as part of university wide enterprise licenses or similar Submissions may focus on but are not limited to the following themes effective practices and or lessons learned in integrating generative AI tools in classroom settings successful strategies for supporting teaching learning and assessment with generative AI tools real time student feedback through AI driven feedback mechanisms critical discussions on academic integrity critical thinking authorship and other ethical concerns related to generative AI in classroom teaching assessment and curriculum design advances in instructional communication and or pedagogical theories in the light of the integration of generative AI tools in classroom settings student engagement participation and collaborative learning in the AI mediated classroom educational materials instructional sources and teacher professional development in the AI mediated classroom development of knowledge and skills needed for learning in the generative AI era e g digital literacy and critical generative AI literacy critical discussions on the challenges that generative AI poses to classroom culture e g digital divide power dynamics and intercultural inequalities the sustainability of generative AI tools in classroom settings The Topic Editors seek three types of submissions 1 Great Ideas for Teaching Assessing with AI GIFT AIs GIFT AIs are instructor and student tested ideas for effectively teaching and assessing a wide range of topics using generative AI The goal of GIFT AIs is to inspire educators to include and to experiment with AI in their teaching practices A GIFT AI may include a original single teaching activities b original teaching units spanning several days or weeks c original semester long projects or approaches for an entire course d systematic data driven reflection on assessment practices to monitor and support student learning and improve the quality of specific courses or overall programs GIFT AI submissions should include the following components 1 title begin with GIFT AI 2 intended course subject class size level modality duration recommended skill sets for students weekly schedule cross disciplinary relevance and other relevant information 3 objectives learning outcomes 4 theoretical rationale gamification authentic assessment collaborative learning etc 5 step by step implementation instructions preparation preliminary steps required learning materials etc 6 debriefing appraisal including any limitations and or suggested variations and reflections 7 references 8 appendix optional The journals involved in this Research Topic accept a wide range of article types Suitable article types for GIFT AI submissions may include Brief Research Report and Technology and Code 2 Short Research Reports on Teaching Assessing with AI RESEARCH AIs

RESEARCH AIs offer researchers engaged in advancing our understanding of the use of AI in educational settings the opportunity to present recent findings from a series of interconnected studies and classroom based research agendas The goal of RESEARCH AIs is to inform the scholarly community about comprehensive research programs and current research developments propose future research directions and contribute to evidence based practices for integrating AI in teaching and assessment Submissions to RESEARCH AIs should highlight how the presented findings stem from a coherent body of research that collectively addresses a unifying research question or theme RESEARCH AI submissions should include the following components 1 title begin with RESEARCH AI 2 abstract 100 200 words 3 introduction contextualization of the paper 4 main text comprehensive outline of the research agenda with discussion of relevant studies theories or models including research methodologies implemented and key findings 5 conclusion summarizing key points highlighting the research agenda s contributions and suggesting future directions 6 references 7 appendix optional The journals involved in this Research Topic accept a wide range of article types Suitable article types for RESEARCH AI submissions may include Brief Research Report and Technology and Code 3 Reflections on Teaching Assessing with AI REFLECTION AIs REFLECTION AIs are reflective pieces exploring the possibility of AI in teaching and assessing practices They are intended to inspire meaningful thought provoking debates among educators also in the style of op ed REFLECTION AIs should be forward looking outlining potential trajectories in pedagogical practices and or provocative discussing critical issues These reflective pieces may be based on a variety of approaches including for instance autoethnography case studies and historical analysis and authors may include bold suggestions and proposals Reflective pieces that critically question the inclusion of generative AI technology in the classroom are welcomed REFLECTION AI submissions may be written in first person form if relevant and should maintain a clear focus REFLECTION AI submissions should include the following components 1 title begin with REFLECTION AI 2 abstract 100 200 words 3 introduction contextualizing the reflection and presenting the specific focus guiding the reflection 4 main argument discussion of the central theme with relevant examples case studies or personal teaching experiences if applicable May include an outline of possible future trajectories critical reflections bold suggestions and innovative ideas 5 conclusion 6 references 7 appendix optional The journals involved in this Research Topic accept a wide range of article types Suitable article types for REFLECTION AI submissions may include Perspective and Opinion Word Count and Supplementary Material Submissions should be a maximum of 3 000 words excluding the abstract section titles figure and table captions funding statement acknowledgments and bibliography references The word count includes appendixes unless the selected article type allows more than 3 000 words Relevant generative AI codes and scripts mentioned in the text as well as data that are not of primary importance to the text or which cannot be included in the article because they are too large or the current format does not permit it such as videos raw data traces PowerPoint presentations etc can be uploaded as supplementary material during the submission procedure and will be displayed along with the

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Postinternet Art and Its Afterlives Ian Rothwell,2023-12-19 Focusing on the postinternet art of the 2010s this volume explores the widespread impact of recent internet culture on the formal and conceptual concerns of contemporary art The postinternet art movement is splintered and loosely defined both in terms of its form and its politics and has come under significant critique for this reason This study will provide this definition offering a much needed critical context for this period of artistic activity that has had and is still having a major impact on contemporary culture The book presents a picture of what the art and culture made within and against the constraints of the online experience look sound and feel like It includes works by Petra Cortright Jon Rafman Jordan Wolfson DIS Amalia Ulman and Thomas Ruff and presents new analyses of case studies drawn from the online worlds of the 2010s including vaporwave anonymous image board culture irony bros and edgelords viral extreme sports stunts and GIFs The book will be of interest to scholars working in art history contemporary art and digital culture

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