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From "Content Generator" to "Teaching Intermediary": The Role Reconstruction of AI in the Professional Development of Art Teachers

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Abstract: With the entry of generative artificial intelligence into the fields of visual arts and education, the professional development of art teachers is facing a transformation from tool use to role reconstruction. AI tools can quickly generate images, lesson plans, courseware, sketches, and comments, but if they are only regarded as "content generators," it can easily lead to weakened teacher subjectivity, homogenized teaching, and degraded aesthetic judgment. Art teaching involves elements such as knowledge transmission, visual perception, creative experience, aesthetic judgment, etc. AI can generate images, but it is difficult to replace teachers' observation of students' creative process, interpretation of the meaning of works, and grasp of classroom-generated resources. If teachers lack intermediary awareness, AI-generated content may also bring copyright disputes, cultural misunderstandings, and aesthetic deviations. Therefore, this study proposes that AI should shift from being a "content generator" to a "teaching intermediary," and proposes reconstruction strategies from three aspects: updating professional knowledge reserves, enhancing digital art literacy, and optimizing classroom teaching models, in order to promote the unity of technology empowerment and aesthetic education goals.

Keywords: AI technology; Content generator; Professional knowledge reserve; Intelligent teaching tools

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1. Introduction

With the development of digital education, the deep integration of artificial intelligence and education has become a trend, and the digital literacy and role reconstruction of art teachers are increasingly prominent. The maturity of generative AI, big language models, and multimodal technologies has made image generation, style transfer, intelligent image evaluation, and teaching copy generation possible. The current application of AI in the professional development of art teachers mostly remains at the level of "content generators," which is difficult to support innovation in art classroom teaching. Art teaching not only involves knowledge transmission, but also relates to visual perception, creative experience, aesthetic judgment, and cultural understanding. AI can generate images, but it is difficult to replace teachers' observation of students'

creative process and interpretation of the meaning of their works. Therefore, it is necessary to explore, from the perspective of "role reconstruction," how AI can shift from content generation tools to teaching intermediaries and promote the digital upgrading of the professional identity and teaching ability of art teachers in the intelligent era.

2. The connotation of professional development for art teachers

The professional development of art teachers refers to the dynamic process in which art teachers continuously update their knowledge of art subjects, education and teaching, digital technology literacy, and enhance their abilities in curriculum development, classroom teaching, creative guidance, work evaluation, and self-reflection through continuous learning, teaching reflection, artistic practice, and collaborative research throughout their career. Not only does it include the deepening of literacy in painting, design, craftsmanship, art history, etc., but it also includes the understanding of students' cognitive laws and the characteristics of art learning, pointing to the construction of teachers' professional beliefs and aesthetic judgments. Under the background of artificial intelligence, the professional development connotation of art teachers has been expanded. Teachers should not only be able to use AI tools, but also understand their operational logic, judge the aesthetic and educational value of their generated content, and possess the abilities of human-computer collaborative teaching, digital art creation, and teaching intermediaries. Therefore, the professional development of art teachers is a process in which teachers enhance their aesthetic education and educational abilities through technological changes, and achieve professional identity reconstruction.

3. The main scenarios for AI intervention in the professional development of art teachers

The integration of AI into the professional development of art teachers covers the following aspects: first, lesson preparation and teaching design. Teachers can use AI to generate teaching plans, art history materials, task lists, and interdisciplinary themes. The second is the generation of teaching resources and illustrations, using cultural and graphic tools to quickly obtain style examples, composition references, and creative materials. The third is classroom presentation and interaction, utilizing AI for style transfer, image analysis, and virtual exhibitions. The fourth is creative assistance: AI helps teachers explore digital painting and generate art and multimedia works. The fifth is teacher training: AI-supported literature search, lesson analysis, teaching reflection, and professional community communication. These scenarios provide efficiency support and innovative possibilities for teachers [1].

4. The importance of the transformation and development of art teachers from "content generators" to "teaching intermediaries"

The transformation of the role of art teachers is the key to maintaining their professional subjectivity and improving the quality of art education. If teachers only use AI as a content generator and are satisfied with automatically generating lesson plans, illustrations, and comments, the classroom is easily dominated by technological efficiency, leading to convergence in teaching design, weakening of aesthetic judgment, and dissolution of original consciousness. Teaching intermediaries require teachers to screen, interpret,

transform, and ethically review AI-generated content, establishing meaningful connections between artistic knowledge, technological tools, student experience, and real creative contexts. Importance manifestation: Firstly, to ensure the aesthetic and cultural aspects of art teaching and to avoid AI images replacing students' observation, imagination, and expression; The second is to promote human-machine collaborative teaching, so that AI serves learning design and creative inspiration rather than standard answer production; The third is to strengthen teachers' curriculum leadership and evaluation abilities, helping students form critical visual literacy in the torrent of images; The fourth is to promote the reconstruction of teachers' professional identity, from tool operators to learning designers and meaning constructors.

5. The role reconstruction strategy of AI in the professional development of art teachers

5.1. Updating professional knowledge reserves around AI technology application scenarios

With the rapid penetration of generative artificial intelligence, multimodal technology, and intelligent teaching tools in art education, the existing knowledge structure of art teachers is facing profound challenges. Traditional art teachers' knowledge reserves are mainly based on subject knowledge, educational knowledge, and practical knowledge. Their understanding of AI technology principles, tool logic, application boundaries, and ethical norms is limited, which can easily lead to the use of technology remaining at the surface level or blindly relying on it. Therefore, art teachers must systematically update their professional knowledge reserves around the real application scenarios of AI in art teaching. The specific approach is as follows: firstly, learn the basic principles and tool operation knowledge of AI, understand the basic concepts of generative AI, big language models, text and graph generation technology, prompt word design, etc., and master the functions and limitations of commonly used AI tools [2]. The second is to master the application knowledge of AI in scenarios such as lesson preparation, drawing generation, classroom interaction, creative assistance, evaluation feedback, and teacher training, and be able to select appropriate tools based on teaching objectives and judge the educational value of generated content. The third is to update knowledge of the intersection of art and technology, understand digital art, generative art, interactive art, AI ethics, copyright norms, and cultural security, and enhance the aesthetic judgment and critical awareness of AI artworks. The fourth is to establish a continuous learning mechanism, tracking the iteration of AI technology and the forefront of educational applications through thematic training, teacher communities, lesson study, and interdisciplinary collaboration, transforming new knowledge into transferable teaching wisdom, thereby maintaining the initiative of professional development in technological change.

5.2. Focusing on AI-assisted art creation and enhancing digital art literacy

With the innovative application of technologies such as AI painting, style transfer, and image generation in the field of art creation, digital art literacy has become an important dimension for the professional development of art teachers. Traditional art teachers excel in hand drawing, handicrafts, and material expression, but have shortcomings in digital painting, generative art, interactive media, and other practices. Therefore, art teachers need to focus on AI-assisted art creation and enhance their digital art literacy. Firstly, art teachers need to learn AI-assisted creative tools such as text-to-image generation, style transfer, intelligent coloring, image restoration, and 3D generation, and master methods for prompt design, parameter

adjustment, and iterative optimization. Secondly, art teachers need to explore the process of human-machine collaborative creation, using AI as a partner for inspiration, sketch generation, style experimentation, and scheme comparison, and adhere to teachers' aesthetic choices [3]. Thirdly, art teachers need to enhance their aesthetic and critical abilities in digital art, analyze the composition, color, style, and cultural symbols of AI-generated images, and identify copyright, ethical, and originality issues. Fourthly, art teachers need to regularly engage in digital creation practice and teaching transformation, transforming AI-assisted creation experience into curriculum resources, unit lesson examples, and club activities, guiding students to understand the relationship between technology, art, and expression, and thereby enhancing their digital art literacy and teaching intermediary ability in creation [4].

5.3. Relying on AI intelligent teaching tools to optimize classroom teaching modes

With the application of AI intelligent teaching tools in art teaching classrooms, the traditional teaching mode based on teacher demonstration, student practice, and centralized evaluation is facing an urgent need for digital transformation. The intelligent lesson preparation system, classroom interaction platform, learning analysis tools, and AI image evaluation software can provide resource recommendations, real-time feedback, and data support. Therefore, art teachers need to rely on AI tools to optimize classroom teaching modes. On the one hand, teachers can use AI in art classrooms to analyze learning situations, personalize designs, recommend learning tasks and creative themes based on students' works, interests, and levels, and achieve hierarchical teaching [5]. On the other hand, art teachers can use AI-assisted classroom interaction and demonstration to stimulate students' observation, discussion, and creative expression through virtual exhibitions, style transfer demonstrations, image generation comparisons, and other methods. For example, teachers can build a hybrid teaching model of human-computer collaboration, organically integrating online AI resources with offline creative practices, conducting project-based and interdisciplinary learning, making AI an intermediary connecting teaching goals, student experience, and artistic practice, thereby enhancing the quality of education and innovative vitality in art classrooms [6]. In addition, art teachers can use AI evaluation tools to optimize their work evaluation, combining intelligent analysis with teacher quality evaluation to form a process-oriented and developmental evaluation.

6. Conclusion

From "content generator" to "teaching intermediary," the role of AI in the professional development of art teachers is reconstructed, and the key is for teachers to confirm their professional subjectivity and student-centered process in the era of intelligence. In the era of artificial intelligence, art teachers can only actively update their knowledge reserves, enhance their digital art literacy, and optimize their classroom teaching models in order to comprehensively improve their digital teaching literacy and have the ability to navigate art classroom reforms with ease.

Disclosure statement

The author declares no conflict of interest.

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