

Artificially Creative? A look at the Potentials and Perils of AI in Art Education

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Abstract

Though artificial intelligence (AI) has been around for a few decades, it has become popular even with non-STEM students. Due to the rapid advancements of AI, it has come to the point that its utilization and integration in art education have resulted to debates. Thus, this study focused on the attitudes and opinions of education students enrolled in the Art Appreciation course. It also explored how the students viewed the ethical use of AI. Employing the descriptive quantitative research design, the study administered the survey questionnaire to 118 students. Findings showed that participants' attitudes about the use of AI in their art classes were generally favourable. Additionally, the students believed that AI could be a useful tool for teaching art techniques and for encouraging experimentation and innovation. Meanwhile, the importance of human connections, the employment market for artists, and authenticity were highlighted as issues of AI in art education. Participants felt that including AI in art curricula might help them get ready for the integration of art and artificial intelligence in the future and open up new avenues for artistic expression. However, they also suggested that the integration of AI should be optional and monitored to prevent negative impacts and prioritize the preservation of traditional art techniques and skills. Furthermore, participants recognized the importance of guidance on the ethical implications of using AI in art creation, and the need to recognize and value AI-generated art as a legitimate form of art.

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1. Introduction

Artificial intelligence (AI) is the technology that enables machines to perform human tasks such as learning, solving problems, and making decisions (Copeland, 2023). Due to its steady mushroom-like growth, AI has invaded different fields, even education, which Bill Gates (2023) believes will benefit in terms of assessment and tailoring lessons based on the learners' styles.

AI has begun transforming teacher practices such as lesson planning and improved feedback mechanism. It has also aided many students in their assignments. Indeed, as a growing area of interest, it is even present in art education. DALL E, for instance, is now utilized to generate art. In a matter of seconds, a text becomes an art. What was once a time-consuming task is immediately finished. In this sense, AI has made a significant mark in the academe. Chatterjee (2022) argued that AI will change humanity's views of art in relation to aesthetics and creativity. Hong and Curran (2019) found that there is a difference in human-produced versus AI-generated artwork in terms of artistic value. Kong (2020) said that AI has the capacity to improve the art students' learning enthusiasm and the art teachers' instructional effect. However, there are growing concerns that AI integration in art education may diminish the uniqueness of the artists' creativity and the authenticity of the artistic process. While it is undeniable that AI will continue to change the educational landscape, it should also be used within the parameters of ethics. Therefore, given the potentials of artificial intelligence in the art classes, there is a need to explore how this emerging technology can be used by art students. While there is an abundance of literature on AI in the academe, there are few studies exploring the views and opinions of art students.

1.1 Motivations of the Study

Artificial intelligence is a relatively new concept for many Filipinos. The need to explore the potential benefits and risks associated with its use in the field of education is essential. Therefore, having a study on perceptions and opinions of art students may lead to a better understanding of this technology and how it could be used to respond to the call of Quality Education (SDG 4. Quality Education) and the Philippines' implementation of the preservation of the arts and culture (RA 10066).

1.2 Objectives of the Study

The study aimed to explore the opinions of students enrolled in the course Art Appreciation. Specifically, it looked into how the students' viewed the potentials and risks of using AI in their art classes. It also surveyed their views on the ethical aspect of AI use in meeting the course learning outcomes.

2. Literature Review

This part provides an overview of artificial intelligence and its connection to art education.

2.1 History of Artificial Intelligence (AI)

Ideas about artificial intelligence have been around for quite some time. A fiction writer named Isaac Asimov penned the *Runaround*, a short story featuring robots that followed three rules i.e. non-harm to humans, obedience to human commands, and protection of humans (Haenlein and Kaplan, 2019). This significant literature inspired many great minds including Marvin Minsky, one of the co-founders of the MIT AI Laboratory, and British mathematician Alan Turing (Anyoha, 2020, Russel and Davis, 2022).

Turing's work on the Bombe which was instrumental in breaking the Enigma code made him contemplate on the idea of intelligent machines. In his paper *Computing Machinery and Intelligence*, Turing explored the idea of testing whether machines could think like humans (Bibel, 2014). Moreover, he offered insights related to machine learning and argued that, through experience, machines can improve their performance by adjusting their programs based on feedback. The Turing Test has since become the benchmark of many AI studies (Bibel, 2014; Haenlein and Kaplan, 2019).

A few years after Turing proposed the Turing Test, Dartmouth College held the first ever artificial intelligence workshop. This event marked the beginning of formal discussions about AI. Attended by scholars like Minsky and Turing, the workshop was a catalyst in the establishment of AI as a research discipline. Additionally, it is in this affair that the phrase artificial intelligence was coined.

Since the formal birth of AI, some notable feats in the field have been achieved. O'Regan (2018) stated that the ELIZA program was one of the earliest natural language AI programs. Created by Weizenbaum, it simulated a conversation between a psychotherapist and a patient. Due to the success of the program, a state of flux occurred as AI research began to have increased funding. However, there were setbacks because technology in the 1970s was not as advanced as the present. Expert systems like ELIZA could not correctly interpret data. The lack

of progress in AI eventually demotivated agencies leading to the decrease of funding (Haenlein and Kaplan, 2019).

Criticisms also hounded AI researchers. Some of these issues were on AI not seeing truth in sentences, on symbol processing, and understanding symbols. Additionally, Weizenbaum had some ethical concerns about AI. He explained that using AI wrongly would result to devaluation of human life (Haenlein and Kaplan, 2019). Nevertheless, interest in AI continued. BBC (2016) reported that Google's AlphaGo won in a five-set match against a Go champion. This was considered a bigger success compared to the match between a human and AI in 1997. Another leap in the field of AI was the launch of OpenAI's ChatGPT in 2022. As a language learning model, ChatGPT has the capacity to generate human-like responses to text prompts. According to Wilson (2023), it obtained 100 million users in just two months. He added, however, that, while ChatGPT was trained in astronomical amount of data from sources such as books, articles, websites, and others, it still had limitations because its responses may suffer from inaccuracy, hallucinations, and disinformation.

AI has been used in various ways besides board games. ChatGPT, for example, can produce essays, outlines, and even research. Other AI models can generate music and even images based on text prompts. There are also AI models that are used in the medical and legal fields.

Indeed, artificial intelligence has come a long way since the 1950s. As it continues to take the forefront, it is imperative that every sector of society continues to campaign for its advancement without having the adverse effects on people such as displacement or loss of work.

2.2 Art and Art Education in the Age of AI

Art and technology have the same roots. Jeon et al. (2019) explained that art and technology share the same meaning when one examines the etymology of the words. They also highlighted that many individuals who have left a mark in history made contributions to both the fields of art and technology. Additionally, they discussed three areas that demonstrate the connection between art and technology, namely, immersive environments, robotic art, and machine intelligence in art.

Interactive art in immersive environments are artworks that enable humans to actively participate through an engrossing and captivating environment. They create an experience that stimulates the human senses (Jeon et al., 2019). In their paper, Jeon et al. (2019) gave examples of projects using the immersive Interactive Sonification Platform (iISoP). For these works, the multimodal inputs from the performing artists were translated to digitized data through sensors.

They cited Landy and Jeon's (2017) idea that various sonification designs may result to different presence and flow. On the other hand, robotic art used to be one-sided in terms of communication. This meant that there was barely any sensory input from the artists to the robots (Jeon et al., 2019). However, recent advancements in technology have seen artists collaborating with Cobots (collaborative robots). The last area discussed by Jeon et al. (2019) is the machine intelligence art. This is using artificial intelligence in creating art. The authors emphasized that machine intelligence and the artists' creativity have a complex but evolving relationship.

Wingstrom et al. (2021) proposed that technology (science) and the arts are interconnected. In support of this, they referenced Bullo, Seeley, and Davis' (2017) idea of the symbiotic relationship of the two fields. Technology inspires art trends and the arts encourages scientific discoveries. Additionally, Wingstrom's et al. (2021) study found that AI is used differently by the two groups of participants. The scientists utilized AI for accuracy while artists used it for exploration.

Meanwhile, Li and Zhang (2022) explored the use of AI in the teaching of art. In their study, they focused on architectural painting. They argued that learning about architectural painting using intelligent art classes was not enough. Students of art should be exposed to various artists' painting designs in order to learn their techniques. Additionally, testing AI using the AI teacher test, Tack and Piech (2022) found that the gap between AI teachers such as Blender and GPT-3, was diminishing.

Presently, art students may also utilize DALL-E 2 which can generate images that are accurate and realistic. In 2018, art collector Nicolas Laugero-Lasserre bought an art piece that was created by AI (Rea, 2018). Additionally, the AI-powered humanoid robot named Ai-Da can paint similar to human artists. In New York University, according to Driehouse (2023), assistant arts professor Winnie Song created an AI art policy which encourage human thinking and creation rather than using AI.

With so many available AI that can be leveraged for art creation, surely teachers and students would feel uneasy. The stakes are higher this time since it is no longer a question of using AI in the art classrooms. Integrating AI raises psychological and ethical issues, as well as regulations, that need to be addressed.

3. Methodology

Since the study dealt with general opinions and views of the participants, the study employed a descriptive quantitative research design. Creswell and Creswell (2017) defined this kind of

research as a design that utilizes surveys as a manner to collect data on a population. Thus, this design was well-suited for the purpose of this study.

3.1 Research Instrument

Pertinent data were collected through a survey questionnaire that consisted of items about participants' opinions about artificial intelligence in art education (Part 1.1), the art pedagogy itself (Part 1.2) and AI and the ethical considerations of using AI in art classes (Part 2). Most of the statements are influenced by Davis' Technology Acceptance Model (1989). The face and content validity of the instrument was verified by experts. Moreover, it underwent an internal consistency test using Cronbach's alpha (0.8). Finally, a four-point scale was used to determine the mean of the responses.

SCALE	SCALE OF MEASUREMENT	VERBAL INTERPRETATION
1	1.00 – 1.49	Strongly Disagree / Not at All Likely / Not at All Concerned
2	1.50 – 2.49	Disagree / Not Likely / Not Concerned
3	2.50 – 3.49	Agree / Somewhat Likely / Somewhat Concerned
4	3.50 – 4.00	Strongly Agree / Very Likely / Very Concerned

3.2 Subjects of the Study

Strictly abiding by the ethics of research, the study only included students who were willing to participate in the study. They were from a teacher education institution (TEI) at a public university in the Batangas province and were enrolled in the Art Appreciation course during the second semester of the academic year 2022-2023 (January-May). They filled out the questionnaire administered through Google Forms. A total of 118 or all students from all three classes taking the course responded to the survey after two weeks of gathering.

3.3 Data Collection Procedure

The authors obtained permission from the dean of the university's TEI to conduct a study with the Art Appreciation students serving as the respondents. Once permission was granted, the students were informed that their participation was voluntary and that they had the freedom to withdraw from the study at any time. These students were selected since they were enrolled in the course at the time.

4. Findings and Discussion

The results and the authors' analyses are presented below:

4.1 Opinions and attitudes about artificial intelligence in art education

Based on the data presented on Table 1, it is clear that respondents generally agreed on the statements regarding the use of artificial intelligence in their art classes. Students believed that artworks generated by AI lacked authenticity and creativity. They also expressed their agreement on the likelihood of the depreciation of art as a work that resulted from one's originality and artistry.

Table 1. Views about AI

ITEMS	WM	VI
Creativity and AI-generated art	2.53	AGREE
Possibility of devaluating art	2.58	AGREE
Ethical issues	2.62	AGREE
Comparison of generated art and human-made art	2.59	AGREE
Limiting AI-use	2.67	AGREE
Transparency when using AI	2.97	AGREE
Potential of AI enhancing art	3.06	AGREE
Ethical justifiability of AI use in art education	2.81	AGREE

Moreover, most respondents agreed that using AI in art education, particularly in art classes, raises ethical issues. Comparing the AI-generated art with human-made art, respondents put more value on the latter. These findings indicate the students' recognition that the proliferation of AI-generated artworks may impact the value and appreciation of human-made ones. Additionally, putting those art pieces produced by humans on a higher level clearly reflects the students' belief that natural creativity holds higher artistic worth than the computer-generated art.

Though it is also clear that the respondents are optimistic of the idea that AI can enhance art, they maintained that using this technology should be controlled. This may suggest the students' desire to establish some boundaries and policies in the integration of artificial intelligence in their art education. This is likely because they want to preserve the traditional creative process, the out-of-the-box thinking, and the time spent in the actual creation of art. Nevertheless, they agreed that using AI in the art classrooms is ethical and reasonable. This implies that students believe that the use of AI aligns with moral standards.

Delving deeper into the perceptions and attitudes of the students, the results indicated in Table 2 also affirm the findings shown in the first table. This means that the respondents have a consistent stand on the utilization and integration of AI.

Table 2. Opinions about AI in Art Education

ITEMS	WM	VI
Discovery of new techniques and styles	3.36	AGREE
Improvement of artistic skills and abilities	3.33	AGREE
Access to resources and information	3.29	AGREE
Personalized feedback on the artwork	3.14	AGREE
Preparation for the future of art and technology	3.58	STRONGLY AGREE
New opportunities for artistic expression	3.54	STRONGLY AGREE
Negative effects on traditional art techniques	3.33	AGREE
Optional integration of AI	3.45	AGREE

It can be gleaned from the table that students agreed that AI could help them to discover and explore new techniques and styles. This implies that they believe that AI can improve their creativity in the different forms of art such as paintings or sculptures. They view AI as a tool that can stimulate and aid them in generating the new artistic styles.

Respondents also agreed that AI can help and improve their artistic skills and abilities. This means that the students must have knowledge of using AI and how to use it in such a way that benefits them. This affirms the idea of Kong (2020) that AI develops and promotes applications in art teaching, improves intelligent teaching mode of art teaching and enhances the artistic experience and atmosphere of AI based art teaching.

Thus, most art students believe that artificial intelligence improves understanding of different art styles and techniques due to its nature as an image generator that provides different visual art styles from various known artists. The opportunity to access specific art forms in numerous styles can provide learning that is adaptable to the students' needs and sometimes may even be tailor-fit to specific purpose, content, and even learning patterns. This concept goes along the findings of Hwang et al. (2020), wherein AI systems are personally utilized as guidance support for learners. However, Wogu et al. (2018) also raised the concern that many students may end up compromising their ability to learn independently and solve problems creatively which is the essence of art courses in the present curriculum. Understanding styles and techniques need a lot of exposure for learners to deepen their appreciation towards the arts and artificial intelligence image generators can offer such prospects to students and even their art professors too.

There is also a consensus that AI can provide access to resources and information that would be unavailable in other channels. This confirms the earlier finding that AI can help the students to discover new things and information that others may not be familiar with. Thus, AI provides new ways of processing ideas, data and tasks by creating more personalized experiences for the students. Relatively, students stated that AI can provide personalized feedback on their artwork. This implies that they have confidence that they can easily obtain feedback while using AI to create art. This is indicative of the respondents' desire of immediate feedback about their work. This might be due to the AI's capacity to deliver context information that help respondents to understand the meaning of their personalized artwork. This is parallel to the idea of Huang Chen et al. (2008) that students utilize AI for feedback and guidance when they are confused or stalled in their work.

Moreover, students perceive artificial intelligence can provide innovative ways to create art compositions. The advanced capability of AI to produce aesthetic images instantaneously is always an advantage for art students. To save time and effort in generating images in a fraction of a second is a turning point for transitioning traditional artists to modern digitalized compositions. Students and artists, through this image classification system, can produce large numbers of images and artworks as well as acceleration of the creative process that allows more ideas for art production and other means of possible artistic expressions. Artificial intelligence, as stated by Xue and Wang (2022), has brought a new form of media for education that requires students to have higher drawing skills and learning abilities and also requires students to have

certain photographic capabilities and innovations. This only implies that this technology has provided avenues for multitude of possibilities for students and even professionals alike.

The development of artistic skills is another concept that students are enthusiastic about. The idea of an immediate and instantaneous production or result of a composition is a great deal of perceived achievement for many students and, therefore, assume that through technology, the level of skills as an artist has upgraded through the assistance of AI generators. From the traditional means of composition making, students' perspectives have now transitioned to digital format. For art enthusiasts and advocates such as teachers, Kong (2020) reiterated that applying AI to art education can broaden students' imagination. AI could process, classify and organize the art knowledge, systematically divide the knowledge according to the habits of students, and help them build their own art knowledgebase. This can improve the students' learning efficiency, further reduce their physical labor and work tasks, and enable them to have more practical experience within less time spent, thereby creating better art works.

Furthermore, students' agreement on the integration of AI to help prepare them for the future of art and technology is strong. In the line of education, dealing with the rapid progression of technology and the sophistication of art in the modern society are vital aspects that art professors, students, and even young artists must be prepared for. Coping with the realities of change and adapting to whatever options that may arise is a clear indication of the essence of a cultured and refined individual. To be educated formally to the concept of artificial intelligence and other technologies essential to the future trends in education is vital.

The means for artistic expression that can be provided by integrating AI to the curriculum is also very important to the students taking up art courses due to the fact that modern means of expressing thoughts, emotions and relaying message visually is an effective tool in stimulating and provoking independent ideas. Increasing knowledge and information through formal education is an opportunity to present to the academe the current trends and update outmoded contents that may somehow develop a sense of cognitive stagnancy for modern learners and may result to disinterest and rejection by learners.

The notion that the integration of AI to the curriculum should be optional and not mandatory is just somewhat important to the students. Perhaps the need to add more topics to the existing curriculum might be too overwhelming on the part of the learners but just as well be needed to upgrade and update the contents. Students having the option of deciding the lessons and how to take art education itself is a progressivist point of view. Thus, student-centered participation

in curriculum planning may be a positive sign that student involvement is something learners believe to be beneficial to both the institution and to them as well.

The understanding that there are negative effects to the traditional art techniques and education if AI will be integrated to the current curriculum is somewhat important for the student respondents of the study. Probably the old ways of making art are still highly valued in the academic community but somehow not considered to be the most important. Modern students are more actively engaged in online activities and communication. This may perhaps be the reason for the consideration that AI integration may cause several problems for the traditional means of art creation and education.

Meanwhile, on Table 3 are the data on the likelihood of students' utilization of AI in their art classes. Most respondents are somewhat likely to use artificial intelligence to create art. To develop new and innovative ways in coming up with compositions is essentially the main purpose of utilizing image generators. Appealing to their very nature as digital natives, acquiring new means of producing something using technology is natural for students nowadays. However, Grba (2022) expressed that AI art requires appreciation models for experientially, intellectually, and emotionally competent spectatorship keyed to an artworks' demands. Just as every artistic enterprise must earn the right to claim the audience's most precious assets, time and attention so too the audience needs proper modes of involvement with AI art in order to invest these resources wisely. Here the study revisits the role of the AI user to be accountable and responsible for a productive and beneficial use of the technology.

Table 3. Likelihood of Students' Use of AI

ITEMS	WM	Rank
Creating digital art	3.19	SOMEWHAT LIKELY
Learning about different art styles and techniques	3.35	SOMEWHAT LIKELY
Experimenting with different forms of art	3.39	SOMEWHAT LIKELY
Developing new and innovative ways of creating art	3.40	SOMEWHAT LIKELY

It is also possible for art students to use artificial intelligence to experiment with different forms of art through technological means. Just like playing online computer games, image generation systems are just as interesting as exploring the internet or surfing social media sites as mentioned during interviews with students. Exploring the infinite possibilities of these powerful AI applications is so enticing for students to discover for their own in whatever means they deem it to fit whether assignments, projects or performance outputs. However, as Kong (2020) has crucially explained, although AI has improved students' learning efficiency and enthusiasm to a certain extent, it does not fully understand the students' learning situations and can't vary with each individual, and it couldn't make sure every student would participate actively. This dilemma now calls for the teachers' connections with their students, a connection that AI for now cannot simulate.

To learn different art styles and techniques is likely as well to be the reason for students to try out artificial intelligence. Factors such as art style and technique are ways to present the identity of the artist to the community and, therefore, is understandable that students who are striving artists are looking for avenues and vents to absorb, as much as possible, various styles and ways of representing themselves to the art world and be established in the art circle. The study conducted by Grba (2022) recognized that the artists' relationship with AI reaches beyond technical boundaries towards an investigation into the nature of being human, the nature of intelligence, the limits of machines, and humans' limits as artefact makers, coinciding with the strong belief that both aspects of the creating process must be able to reconcile differences and limitations.

The opportunity to make digital art is another possible reason for most student-artists to engage themselves with AI. To experience a new venture for creative expression has always been the main goal of people and most especially artists. Digital art is something that ties within their natural vein as a generation that is entwined with the technological advancements.

On the other hand, there are perceived disadvantages or perils of using AI in art classes. The results on Table 4 show that majority of the respondents were concerned on the limited opportunities given by AI for human creativity. This implies that students experience limitations in creating unique and innovative art. They are very dependent on the output from the AI application. This limits their ability to develop their own creative skills and abilities, leading to decline in the overall quality of artwork.

Table 4. Perceived Perils of AI in Art Education

Items	WM	VI
Limit opportunities for human creativity	3.41	SOMEWHAT CONCERNED
Devaluation and depreciation of traditional art techniques.	3.40	SOMEWHAT CONCERNED
Replacement of human art educators	3.34	SOMEWHAT CONCERNED
Artistic legitimacy of AI	3.18	SOMEWHAT CONCERNED

AI-use may lead to the decrease of the value and appreciation of traditional art techniques. It is understandable that students may observe a decrease of value of an artwork when the ideas or information are from AI. Moreover, the students recognize that AI may replace the need for human art educators. The students may have probably observed that AI can give more significant information. It implies that thru AI, students can easily improve critical thinking and solve problems related to art education. Moreover, the respondents perceived that AI-generated art may not be considered real art. This means that students have the idea that the result of the output of AI generated art may not be called true or authentic art.

4.2 Ethical Considerations Relative to AI Use

The study also surveyed the ethical aspect of using AI in meeting the course learning outcomes. Table 5 presents how teachers are perceived as providers of guidance on the ethical implications of using AI when students create art. This finding entails the importance of having teachers who can address the ethical concerns of AI-use. As such, they must ensure that students are responsible users of AI in the artistic process. This is an affirmation of Russel and Norvig's (2010) idea which emphasized that despite the enormous opportunities that AI could afford to support to pedagogy, new ethical implications and risks come within the development of AI applications in education.

Table 5. Perceived Considerations of AI Use Relative to Ethics

ITEMS	WM	VI
Art teachers' guidance	3.45	AGREE

Monitoring and regulation	3.42	AGREE
Preservation of traditional art techniques and skills	3.40	AGREE
Legitimacy of AI as an art form	3.25	AGREE
Bias and fairness	2.04	DISAGREE
Privacy and security	3.04	AGREE
Assessment of art using AI	3.11	AGREE

Correspondingly, appropriate support must be afforded to the students to ensure that using AI is safe and effective in art education. The use of AI can be a valuable tool for the students but the teachers should monitor and regulate its use to prevent negative impacts on students' wellbeing and artistic development. The result of the present study affirms Seo's et al. (2021) idea that AI impacts learners by capturing their interactions and generating positive effects. Additionally, the study has revealed another important information i.e. that the respondents agreed that their data must be kept confidential and secured. This implies their recognition of the fact that AI, just like other technologies, may get hold of their private information. Thus, mechanisms must be placed to safeguard the students' information when using AI to create art. Furthermore, the respondents agreed that they have a right to know if their artwork is assessed by AI. This entails that students perceive AI as a viable tool that can be used in the evaluation of their work although they expressed disagreement that AI is free from bias and fairness issues that may affect how their works are assessed. The findings are a nod to the Philippine's efforts to abide by the Data Privacy Act (RA 10173), a law that protects sensitive personal information including a person's health, education, and sexual life.

Findings also indicate that AI-integration in art education should prioritize the preservation of traditional art techniques and skills. This is suggestive of the respondents' belief of the continuation of traditional artistic practices even though emerging technologies, specifically AI, are utilized. Apart from this, preservation of art techniques and skills is a valuable goal in art education as it offers more important foundations for creativity, expression and learning. This aligns with the goals of the National Heritage Act of 2009 (RA 10066). As put forth by Wingstrom, Hautala, and Lundman (2022), AI should be co-creative which means that it should augment what artists can do.

The students seem to accept the creative outputs produced by AI. This is reflected in their agreement that AI art should be treated as a legitimate work of art. This also indicates their

appreciation. Nevertheless, this discrepancy with the earlier finding that respondents are somewhat concerned with the legitimacy of AI art may be attributed to their reservations or doubts about its authenticity and originality. On this note, they may be anxious about the potential of AI replacing human artists.

6. Conclusions and Implications

The study aimed to explore the students' opinions and attitudes on the utilization as well as integration of artificial intelligence in art education. The findings disclosed that students had a positive view of using AI albeit their concerns surrounding it.

Technology experts including Bill Gates (2023) believe that AI is changing the way things are done. With this, art educators and students may focus their attention to creatively expressing themselves through innovative ways. AI can be used to generate ideas that can help in art projects. Likewise, AI can be used for the development of the art students' critical thinking and even discovery of new art skills. In the line of these thoughts, AI is a tool that expands the artists' horizons.

On a different note, academic integrity should be maintained in art classes. Educators must find ways to address the ethical issues that may arise in AI use and integration. Art education should strike a balance between the traditional and the technological aspects of art creation. It must ensure that the role of AI is complementary to the artists' practice. Not only teachers, but also schools, can look into the ethical issues that can lead to self-efficacy and moral agency of the students.

7. Recommendations

The authors recognize the limitations of this study. First, the study focused on art education for students in a teacher education institution (TEI) enrolled in a public university in the province of Batangas. Relative to methodology, the study used a descriptive quantitative design. Another limitation is the fact that the study did not cover the perspectives of the professors of the Art Appreciation course. Therefore, further works may contemplate on using inferential statistics and qualitative techniques and private universities as research setting. Moreover, the inclusion of art professors as participants may be considered.

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