

The Design Method of Artificial Intelligence Learning Picture: A Case Study of DCAI's New Teaching

Authors : Weichen Chang

Abstract : To create a guided teaching method for AI generative drawing design, this paper develops a set of teaching models for AI generative drawing (DCAI), which combines learning modes such as problem-solving, thematic inquiry, phenomenon-based, task-oriented, and DFC . Through the information security AI picture book learning guided programs and content, the application of participatory action research (PAR) and interview methods to explore the dual knowledge of Context and ChatGPT (DCAI) for AI to guide the development of students' AI learning skills. In the interviews, the students highlighted five main learning outcomes (self-study, critical thinking, knowledge generation, cognitive development, and presentation of work) as well as the challenges of implementing the model. Through the use of DCAI, students will enhance their consensus awareness of generative mapping analysis and group cooperation, and they will have knowledge that can enhance AI capabilities in DCAI inquiry and future life. From this paper, it is found that the conclusions are (1) The good use of DCAI can assist students in exploring the value of their knowledge through the power of stories and finding the meaning of knowledge communication; (2) Analyze the transformation power of the integrity and coherence of the story through the context so as to achieve the tension of 'starting and ending'; (3) Use ChatGPT to extract inspiration, arrange story compositions, and make prompts that can communicate with people and convey emotions. Therefore, new knowledge construction methods will be one of the effective methods for AI learning in the face of artificial intelligence, providing new thinking and new expressions for interdisciplinary design and design education practice.

Keywords : artificial intelligence, task-oriented, contextualization, design education

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