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An Educational Paradigm Revolution in Immersive Knowledge Delivery: An Innovative Teaching Model Based on an AI Film-Narrative Engine

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Abstract: Generative artificial intelligence is rapidly transforming the educational landscape and creating new possibilities for addressing longstanding inequalities in educational resource distribution. This paper examines the potential of an AI film-narrative engine, which automatically transforms textual knowledge into cinematic and narrative-driven video content, as a mechanism for reforming knowledge delivery in K–12 education. Drawing on literature related to artificial intelligence in education, immersive learning, multimedia learning, and teacher role transformation, this study argues that AI-based cinematic knowledge presentation can enhance educational equity, improve learning engagement, and redefine teachers' roles from knowledge transmitters to emotional supporters, value guides, and learning planners (Sun et al., 2025; Yang & Wang, 2023). Using a normative theoretical and policy analysis approach, the paper identifies three major transformation pathways: from abstract instruction to immersive experience, from standardized production to personalized learning, and from teacher-centered authority to growth-oriented partnership. The findings suggest that the proposed model is highly feasible in terms of technology, infrastructure, and social demand, while also requiring careful governance to address content accuracy, digital inequality, and teacher adaptation (Bulathwela et al., 2024). The paper concludes that AI film-narrative systems may become an important infrastructure for future education, enabling more equitable, efficient, and human-centered knowledge delivery.

Keywords: artificial intelligence; immersive learning; educational equity; AI-generated video; teacher role transformation; knowledge delivery

1. Introduction

Generative artificial intelligence technologies are increasingly reshaping how knowledge is produced, represented, and delivered in educational settings. In particular, AI systems are no longer limited to answering questions or recommending learning resources; they are now capable of generating multimodal, immersive, and narrative-based instructional materials. Among these emerging applications, the AI film-narrative engine stands out because it can automatically transform abstract textual knowledge into cinematic video content with strong visual, auditory, and emotional appeal. This development has important implications for the future of teaching and learning. As Sun et al. (2025) argue, the core issue in the AI era is not only how to use technology, but how to preserve the human soul of education while integrating intelligent tools.

At the same time, educational systems continue to face persistent inequalities in the distribution of high-quality resources. In many contexts, urban and rural schools, as well as schools in economically developed and underdeveloped regions, differ substantially in teacher quality, instructional capacity, and access to rich learning materials. These structural imbalances have long challenged efforts to achieve educational fairness. Traditional solutions such as teacher exchange, short-term support programs, and digital resource sharing have made some progress, but they have not fundamentally eliminated the gap between schools or regions. As Yang and Wang (2023) emphasize, artificial intelligence may expand learning access, but it also raises new concerns about the reproduction of educational stratification if resource allocation remains unequal.

In this context, the idea of constructing a national-level unified knowledge resource system supported by AI film-narrative technology becomes particularly significant. If standard knowledge can be transformed into high-quality cinematic learning materials and distributed widely through digital infrastructure, then students in different regions may be able to access the same core educational content regardless of local teacher availability. This would not only improve the equity of educational opportunity but also promote a broader transformation in the teaching paradigm. However, as Bulathwela et al. (2024) note, AI alone will not democratize education unless it is embedded in inclusive institutional arrangements and supported by policy design.

This paper therefore addresses a central research question: can an AI film-narrative engine function as a new paradigm for knowledge delivery in K–12 education, and what are its implications for educational equity, learning effectiveness, and teacher role transformation? To answer this question, the paper explores the theoretical foundations of immersive learning, reviews relevant literature on AI and education, analyzes the

proposed model through a normative and policy-oriented lens, and discusses its practical feasibility, risks, and future implications.

2. Literature Review

Research on artificial intelligence and education has expanded rapidly in recent years, reflecting both technological progress and growing interest in how AI may reshape teaching and learning. A substantial body of literature suggests that AI can improve learning efficiency, support personalized instruction, and reduce the burden of routine teaching tasks. AI-based tutoring systems, adaptive learning platforms, intelligent assessment tools, and automated feedback mechanisms are increasingly being integrated into educational environments at different levels. These applications are often presented as solutions to long-standing problems in education, such as large class sizes, unequal teacher capacity, delayed feedback, and the difficulty of differentiating instruction for diverse learners. Studies in this area have shown that AI can support more timely intervention, improve learning continuity, and help teachers manage administrative and instructional workloads more effectively. However, scholars have also emphasized that AI does not automatically solve educational inequality. Without appropriate institutional design, equitable policy support, and careful implementation, the benefits of AI may be unevenly distributed and may even reinforce existing disparities rather than reduce them (Bulathwela et al., 2024; Yang & Wang, 2023). This tension between technological promise and structural inequality forms a central concern in the current literature.

A second body of literature concerns immersive learning and multimedia learning. Scholars in this area argue that learning becomes more effective when information is presented through multiple sensory channels, including visual, auditory, and interactive forms. Rather than relying solely on abstract verbal explanation, immersive learning environments allow students to experience content in ways that are more concrete, contextualized, and emotionally engaging. Such environments may include virtual reality, augmented reality, simulation-based learning, narrative video, and other multimodal instructional forms. Research has shown that immersive environments can enhance learners' attention, emotional involvement, comprehension, and memory retention, especially when the learning material is complex, abstract, or difficult to visualize in conventional formats. Empirical studies also indicate that immersive and embodied learning experiences often outperform traditional text-based or lecture-based instruction, particularly in relation to long-term recall, conceptual understanding, and transfer of knowledge to new situations (Johnson-Glenberg et al., 2021; Makransky & Mayer, 2022). In this sense, the AI film-narrative engine aligns closely with the immersion principle in multimedia learning and extends it into a more scalable and potentially more adaptable instructional form. Unlike one-time immersive experiences that require specialized equipment or high implementation cost, AI-generated narrative video lessons may offer a more accessible way to deliver visually rich and emotionally engaging instruction at scale.

A third strand of literature focuses on the transformation of the teacher's role in the AI era. As AI systems increasingly take over standardized and repetitive aspects of instruction, teachers are expected to shift toward functions that are more distinctly human, such as emotional support, moral guidance, classroom community building, and personal development mentoring. This does not mean that teachers become less important; rather, their role becomes more specialized and more relational. Research on teacher professionalism in the AI era emphasizes the importance of relational, ethical, and developmental dimensions of teaching that cannot easily be replaced by machines (Song & Lin, 2023; Yang et al., 2022). Teachers are not only transmitters of information but also moral agents, socializers, and caregivers who help students develop confidence, identity, and a sense of belonging. Sun et al. (2025) similarly argue that the educational profession must preserve its humanistic core while adapting to technological change. From this perspective, AI should be seen as a tool that reconfigures the division of labor in education rather than eliminating the need for human educators. The literature therefore suggests a model in which machines support instructional efficiency while teachers concentrate on the deeper human work of education.

Another important area of discussion is educational equity and the limits of technological solutions. While digital platforms and AI tools can expand access to learning resources, they are not sufficient on their own to eliminate inequality. Infrastructure differences, digital literacy gaps, uneven resource distribution, teacher readiness, and governance weaknesses can all limit the democratizing potential of technology. In many cases, technology adoption is shaped by existing inequalities in funding, infrastructure, and institutional capacity, which means that more privileged schools and communities are often better positioned to benefit from innovation. As a result, AI may unintentionally intensify disparities if implementation is not accompanied by strong public policy and inclusive infrastructure. Bulathwela et al. (2024) caution that inclusive education requires more than technical innovation; it demands intentional policy design, institutional support, and mechanisms that ensure broad and fair access to high-quality resources. This line of research is particularly

relevant to the present study, which treats AI not simply as a classroom tool but as a potential component of a broader equity-oriented educational system.

Although existing research provides valuable insights into AI tutoring, immersive learning, teacher transformation, and educational equity, there is still a significant gap regarding the use of AI film-narrative engines as a systematic knowledge-delivery mechanism in basic education. Most existing studies focus on isolated applications of AI, such as tutoring chatbots, automated grading systems, or immersive simulations, rather than on a comprehensive instructional model that combines narrative structure, visual storytelling, and standardized resource delivery. In particular, relatively little research has examined how cinematic knowledge presentation might be linked to educational equity and a broader restructuring of teacher responsibilities. There is also limited discussion of how a national or large-scale standardized knowledge system could be integrated with AI-generated narrative content to support both consistency and personalization in instruction. This paper aims to contribute to this emerging discussion by combining insights from educational technology, teacher studies, and equity-oriented education policy. As Li and Hu (2025) suggest, the ontology of the school itself is changing in the intelligent age, making it necessary to rethink both teaching tools and institutional roles. From this standpoint, the present study seeks to move beyond a narrow focus on AI efficiency and instead examine how AI may support a more humane, equitable, and pedagogically meaningful future for education.

3. Method

This study adopts a qualitative approach that combines normative analysis with policy analysis, with the aim of comprehensively evaluating the educational value and practical feasibility of an AI film-narrative engine from theoretical, policy, and technological perspectives. Unlike controlled experiments or quantitative surveys, this study focuses on the structural effects of emerging technologies in education and their implications for institutional transformation. Therefore, it relies on multiple sources of evidence and interpretive analysis to assess the potential pathways and practical challenges of AI-enabled educational innovation. This methodological design is particularly suitable for examining issues that involve both pedagogical innovation and systemic reconstruction.

The data used in this study are drawn from four main sources. The first source consists of academic literature on artificial intelligence in education, immersive learning, and teacher role transformation, which provides the theoretical foundation for the study. The second source includes technical materials related to generative video models, AI directing systems, speech synthesis, and knowledge graph technologies, which help assess the technological maturity and implementation pathways of the AI film-narrative engine. The third source consists of policy documents and reports on educational equity, digital education, and the balanced distribution of high-quality educational resources, which provide the institutional and policy context for the analysis. The fourth source includes empirical studies on immersive learning and embodied learning (Johnson-Glenberg et al., 2021; Makransky & Mayer, 2022), which offer evidence for discussing learning outcomes.

The analytical framework of this study examines the proposed teaching model from four dimensions: educational equity, instructional quality, teacher development, and implementation feasibility. First, from the perspective of educational equity, the study considers whether the model can narrow the gap in access to high-quality instructional resources across different regions and schools, thereby promoting equal educational opportunity. Second, from the perspective of instructional quality, it examines whether the model can enhance students' learning interest, comprehension, and knowledge retention. Third, from the perspective of teacher development, the study investigates whether the model can support the transformation of teachers from traditional knowledge transmitters into learning facilitators, emotional supporters, and value guides. Fourth, from the perspective of implementation feasibility, it evaluates whether current technological conditions, infrastructure, cost structures, and policy support are sufficient for large-scale adoption.

The research process consists of five main steps. First, the structural weaknesses of traditional knowledge-delivery models are identified in terms of efficiency, learning experience, and equity. Second, the educational potential of the AI film-narrative engine is analyzed in terms of knowledge visualization, contextualization, and immersion. Third, a human-machine collaborative teaching framework is constructed to clarify the division of roles between AI and teachers in the instructional process. Fourth, the feasibility and potential risks of implementation are systematically assessed. Finally, based on the integrated analysis, the study derives policy-oriented conclusions and practical suggestions for the future development of education in the AI era.

4. Findings

The analysis suggests that AI film-narrative engines can create a fundamentally new mode of knowledge delivery, one that differs significantly from conventional lecture-based instruction. By transforming abstract textual content into visually rich, story-based video lessons, these systems do more than simply digitize existing

materials; they reorganize the structure of educational communication itself. In traditional classrooms, knowledge is often presented in a linear and verbal form, with students expected to process information primarily through listening, reading, and note-taking. By contrast, an AI film-narrative engine embeds knowledge within a narrative environment that combines visual imagery, temporal sequencing, sound design, character-based scenarios, and emotional pacing. This shift changes the learning experience from passive reception to active immersion, allowing students to observe, imagine, and mentally inhabit the content being taught. In this sense, learning becomes less like receiving a lecture and more like entering a carefully constructed educational world.

This transformation appears especially suitable for subjects such as history, physics, biology, geography, and civic education, where abstract concepts can benefit from contextual visualization. In history, for example, students often struggle not only with remembering dates and events but also with understanding the social, political, and human contexts in which historical processes unfolded. An AI-generated narrative lesson can reconstruct those contexts, enabling learners to better grasp causality, perspective, and historical significance. In physics and biology, many core concepts involve invisible or highly abstract processes that are difficult to convey through verbal explanation alone. Visual simulation and narrative sequencing can help students see how such processes unfold over time. In civic education, abstract ideas such as justice, responsibility, institutional design, or public participation can be made more comprehensible when placed in realistic social situations and narrative conflicts. The findings are therefore consistent with the immersion principle described by Makransky and Mayer (2022), who argue that learning is strengthened when students experience a stronger sense of presence in the instructional environment. They also align with embodied learning research showing that multimodal environments improve comprehension, memory, and transfer by linking cognitive processing to sensory and contextual cues (Johnson-Glenberg et al., 2021).

A second major finding is that the model supports personalized and differentiated learning in ways that traditional schooling often struggles to achieve at scale. Because AI systems can generate multiple versions of the same lesson, instructional content can be adapted to different learner preferences, prior knowledge levels, and cognitive styles. This is particularly important in heterogeneous classrooms, where students differ widely in their pace of learning, motivation, and preferred modes of engagement. Visual learners may benefit from stronger visual emphasis, including diagrams, animations, spatial representations, and cinematic scene construction. Auditory learners may respond better to refined narration, voice modulation, background music, and dialogue-based explanation. Kinesthetic or action-oriented learners may be engaged through branching scenarios, interactive decision points, task-based storylines, or opportunities to choose among different narrative paths. In this way, the model supports the educational ideal of individualized instruction while retaining the efficiency of standardized content production. This is a significant advantage, because traditional individualized instruction is often constrained by teacher time, class size, and resource availability. As Singh (2025) argues in discussions of future learning systems, a major challenge for educational innovation is how to reconcile personalization with scalability. AI film-narrative engines offer one possible solution by enabling adaptive instructional design without requiring proportional increases in human labor.

Another important finding is that the model may help reduce educational inequality. Educational inequality is not only a matter of unequal access to schools, but also a matter of unequal access to high-quality instructional content, experienced teachers, and consistent learning support. In many systems, students in urban or affluent areas benefit from stronger teaching capacity and richer curriculum resources, while students in rural, remote, or under-resourced schools often receive more limited and inconsistent instructional experiences. If a national-level resource system is built and maintained with uniform quality standards, then all students, regardless of geographic location or school type, can access the same core knowledge content. This would help reduce dependence on local teacher competence and school-level resource disparities, which are often beyond the control of individual learners and families. Compared with traditional interventions such as teacher exchange, temporary support programs, or short-term remote assistance, this approach is more scalable, stable, and sustainable. Once high-quality educational content has been developed, it can be updated centrally and distributed widely across regions with relatively low marginal cost.

The equity-oriented implications of such a model are especially important in the current era of digital transformation. AI should not be understood as automatically democratizing education simply because it is technologically advanced. As Bulathwela et al. (2024) argue, AI must be embedded in inclusive infrastructures to support democratization. This means that policy design, access conditions, and content governance all matter. If AI film-narrative engines are used only in well-equipped schools, they may simply widen existing gaps. However, if deployed within a fair and publicly supported infrastructure, they could become a mechanism for redistributing high-quality knowledge across regions and social groups. In that sense, the model has value not only as an instructional technology but also as an educational justice strategy.

The study further finds that the model promotes teacher role transformation. As AI increasingly handles standardized knowledge transmission, teachers can devote more attention to tasks that require human sensitivity, ethical judgment, and relational engagement. These include emotional support, moral education, learning guidance, career planning, conflict mediation, and the creation of a positive classroom climate. Under the traditional model, teachers are often expected to serve as the primary source of explanation, information, and authority. However, this role can be increasingly supplemented or partially redistributed when AI systems take over routine content delivery. As a result, the teacher's function shifts from being mainly a knowledge transmitter to being a facilitator of learning, a mentor in personal development, and a guide in social and emotional growth.

This shift is significant because it aligns more closely with the dimensions of education that are most difficult to automate. Students do not only need information; they also need encouragement, interpretation, values, and belonging. Human teachers remain indispensable in recognizing emotional difficulties, responding flexibly to classroom dynamics, modeling ethical behavior, and cultivating trust. Therefore, AI film-narrative engines should not be understood as replacing teachers but as reshaping the division of labor between teachers and technology. This interpretation is consistent with Song and Lin (2023) and Yang et al. (2022), who emphasize that generative AI in basic education may move teachers away from repetitive instructional labor and toward more relational and developmental forms of practice. In this sense, the model may improve both educational efficiency and the quality of human-centered teaching by enabling teachers to focus on the aspects of education that require empathy, judgment, and care.

Finally, the analysis suggests that the proposed model is technically and socially feasible, though not without risk. On the technical side, current advances in AI video generation, speech synthesis, cloud-based content delivery, and knowledge graph technologies indicate that the core infrastructure already exists for educational deployment. These technologies have reached a level of maturity that makes pilot implementation realistic, especially in contexts where content standardization and scale are priorities. In practical terms, this means that the AI film-narrative engine is no longer a purely speculative concept, but one that could be integrated into existing digital education platforms with appropriate design and investment.

Socially, there is also strong demand for solutions that can improve education quality, reduce teacher workload, and address fairness concerns. Teachers in many settings are overburdened by administrative responsibilities, repetitive content delivery, and large class sizes, while students and parents increasingly seek more engaging, flexible, and high-quality learning experiences. These conditions create a favorable environment for experimentation with AI-supported teaching models. However, several risks remain. The most immediate concern is factual accuracy: AI-generated content may contain mistakes, oversimplifications, or misleading interpretations, especially in complex or value-sensitive subjects. Another risk is value bias, where generated narratives may unconsciously reinforce dominant perspectives or exclude alternative viewpoints. Teacher resistance is also possible, particularly if educators perceive the system as threatening their professional identity or autonomy. In addition, unequal access to hardware, network infrastructure, and digital literacy may limit implementation in less developed areas. Finally, there is the possibility of overreliance on digital content, where students and schools become dependent on AI-generated materials at the expense of critical thinking, interpersonal learning, and classroom interaction.

For these reasons, the deployment of AI film-narrative engines must be accompanied by clear governance and quality assurance mechanisms. Content generation should be subject to expert review, especially in high-stakes subjects. Ethical guidelines should be established to regulate bias, representation, and data use. Teacher training should be provided so that educators can understand how to integrate the system effectively rather than perceive it as an external threat. Infrastructure investment is also necessary to prevent the technology from becoming another source of inequality. As Li and Hu (2025) note, institutional transformation in the intelligent age requires more than technological innovation; it also requires new governance structures, policy coordination, and organizational adaptation. Without such support, even promising technologies may fail to realize their educational potential.

Overall, the findings indicate that AI film-narrative engines could become a powerful tool for educational innovation, not because they merely make lessons more entertaining, but because they reconfigure how knowledge is represented, distributed, personalized, and supported. Their strongest contribution may lie in combining three goals that are often difficult to achieve simultaneously: richer learning experience, greater educational equity, and more meaningful teacher roles. At the same time, successful implementation will depend on careful design, responsible governance, and a clear understanding that technology should enhance, rather than replace, the human dimensions of education.

5. Discussion and Conclusion

The analysis suggests that AI film-narrative engines can create a fundamentally new mode of knowledge delivery, one that differs significantly from conventional lecture-based instruction. By transforming abstract textual content into visually rich, story-based video lessons, these systems do more than simply digitize existing materials; they reorganize the structure of educational communication itself. In traditional classrooms, knowledge is often presented in a linear and verbal form, with students expected to process information primarily through listening, reading, and note-taking. By contrast, an AI film-narrative engine embeds knowledge within a narrative environment that combines visual imagery, temporal sequencing, sound design, character-based scenarios, and emotional pacing. This shift changes the learning experience from passive reception to active immersion, allowing students to observe, imagine, and mentally inhabit the content being taught. In this sense, learning becomes less like receiving a lecture and more like entering a carefully constructed educational world.

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A second major finding is that the model supports personalized and differentiated learning in ways that traditional schooling often struggles to achieve at scale. Because AI systems can generate multiple versions of the same lesson, instructional content can be adapted to different learner preferences, prior knowledge levels, and cognitive styles. This is particularly important in heterogeneous classrooms, where students differ widely in their pace of learning, motivation, and preferred modes of engagement. Visual learners may benefit from stronger visual emphasis, including diagrams, animations, spatial representations, and cinematic scene construction. Auditory learners may respond better to refined narration, voice modulation, background music, and dialogue-based explanation. Kinesthetic or action-oriented learners may be engaged through branching scenarios, interactive decision points, task-based storylines, or opportunities to choose among different narrative paths. In this way, the model supports the educational ideal of individualized instruction while retaining the efficiency of standardized content production. This is a significant advantage, because traditional individualized instruction is often constrained by teacher time, class size, and resource availability. As Singh (2025) argues in discussions of future learning systems, a major challenge for educational innovation is how to reconcile personalization with scalability. AI film-narrative engines offer one possible solution by enabling adaptive instructional design without requiring proportional increases in human labor.

Another important finding is that the model may help reduce educational inequality. Educational inequality is not only a matter of unequal access to schools, but also a matter of unequal access to high-quality instructional content, experienced teachers, and consistent learning support. In many systems, students in urban or affluent areas benefit from stronger teaching capacity and richer curriculum resources, while students in rural, remote, or under-resourced schools often receive more limited and inconsistent instructional experiences. If a national-level resource system is built and maintained with uniform quality standards, then all students, regardless of geographic location or school type, can access the same core knowledge content. This would help reduce dependence on local teacher competence and school-level resource disparities, which are often beyond the control of individual learners and families. Compared with traditional interventions such as teacher exchange, temporary support programs, or short-term remote assistance, this approach is more scalable, stable, and sustainable. Once high-quality educational content has been developed, it can be updated centrally and distributed widely across regions with relatively low marginal cost.

The equity-oriented implications of such a model are especially important in the current era of digital transformation. AI should not be understood as automatically democratizing education simply because it is technologically advanced. As Bulathwela et al. (2024) argue, AI must be embedded in inclusive infrastructures to support democratization. This means that policy design, access conditions, and content governance all matter. If AI film-narrative engines are used only in well-equipped schools, they may simply widen existing gaps.

However, if deployed within a fair and publicly supported infrastructure, they could become a mechanism for redistributing high-quality knowledge across regions and social groups. In that sense, the model has value not only as an instructional technology but also as an educational justice strategy.

The study further finds that the model promotes teacher role transformation. As AI increasingly handles standardized knowledge transmission, teachers can devote more attention to tasks that require human sensitivity, ethical judgment, and relational engagement. These include emotional support, moral education, learning guidance, career planning, conflict mediation, and the creation of a positive classroom climate. Under the traditional model, teachers are often expected to serve as the primary source of explanation, information, and authority. However, this role can be increasingly supplemented or partially redistributed when AI systems take over routine content delivery. As a result, the teacher's function shifts from being mainly a knowledge transmitter to being a facilitator of learning, a mentor in personal development, and a guide in social and emotional growth.

This shift is significant because it aligns more closely with the dimensions of education that are most difficult to automate. Students do not only need information; they also need encouragement, interpretation, values, and belonging. Human teachers remain indispensable in recognizing emotional difficulties, responding flexibly to classroom dynamics, modeling ethical behavior, and cultivating trust. Therefore, AI film-narrative engines should not be understood as replacing teachers but as reshaping the division of labor between teachers and technology. This interpretation is consistent with Song and Lin (2023) and Yang et al. (2022), who emphasize that generative AI in basic education may move teachers away from repetitive instructional labor and toward more relational and developmental forms of practice. In this sense, the model may improve both educational efficiency and the quality of human-centered teaching by enabling teachers to focus on the aspects of education that require empathy, judgment, and care.

Finally, the analysis suggests that the proposed model is technically and socially feasible, though not without risk. On the technical side, current advances in AI video generation, speech synthesis, cloud-based content delivery, and knowledge graph technologies indicate that the core infrastructure already exists for educational deployment. These technologies have reached a level of maturity that makes pilot implementation realistic, especially in contexts where content standardization and scale are priorities. In practical terms, this means that the AI film-narrative engine is no longer a purely speculative concept, but one that could be integrated into existing digital education platforms with appropriate design and investment.

Socially, there is also strong demand for solutions that can improve education quality, reduce teacher workload, and address fairness concerns. Teachers in many settings are overburdened by administrative responsibilities, repetitive content delivery, and large class sizes, while students and parents increasingly seek more engaging, flexible, and high-quality learning experiences. These conditions create a favorable environment for experimentation with AI-supported teaching models. However, several risks remain. The most immediate concern is factual accuracy: AI-generated content may contain mistakes, oversimplifications, or misleading interpretations, especially in complex or value-sensitive subjects. Another risk is value bias, where generated narratives may unconsciously reinforce dominant perspectives or exclude alternative viewpoints. Teacher resistance is also possible, particularly if educators perceive the system as threatening their professional identity or autonomy. In addition, unequal access to hardware, network infrastructure, and digital literacy may limit implementation in less developed areas. Finally, there is the possibility of overreliance on digital content, where students and schools become dependent on AI-generated materials at the expense of critical thinking, interpersonal learning, and classroom interaction.

For these reasons, the deployment of AI film-narrative engines must be accompanied by clear governance and quality assurance mechanisms. Content generation should be subject to expert review, especially in high-stakes subjects. Ethical guidelines should be established to regulate bias, representation, and data use. Teacher training should be provided so that educators can understand how to integrate the system effectively rather than perceive it as an external threat. Infrastructure investment is also necessary to prevent the technology from becoming another source of inequality. As Li and Hu (2025) note, institutional transformation in the intelligent age requires more than technological innovation; it also requires new governance structures, policy coordination, and organizational adaptation. Without such support, even promising technologies may fail to realize their educational potential.

Overall, the findings indicate that AI film-narrative engines could become a powerful tool for educational innovation, not because they merely make lessons more entertaining, but because they reconfigure how knowledge is represented, distributed, personalized, and supported. Their strongest contribution may lie in combining three goals that are often difficult to achieve simultaneously: richer learning experience, greater educational equity, and more meaningful teacher roles. At the same time, successful implementation will depend on careful design, responsible governance, and a clear understanding that technology should enhance, rather than replace, the human dimensions of education.

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