

The Potential of AI and Multimedia Tools in Creating Shift from Instructors-Centered to Learner-Centered in Public Relations Campaign Assignment

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Abstract: This research paper discusses how educational approaches have been shifted from instructor-centred to learner-centred in PR campaign assignments with the help of the moderate use of AI and multimedia tools. An experiment was conducted during the Fall 2023 and Spring 2024 PR Practice course, showing how technological interventions improve student engagement and learning outcomes. Students demonstrated that their creativity and critical thinking have improved by including multimedia presentations, like videos, audio, and interactive components, together with AI tools. The results proved that a balanced integration of resources contributes not only to creating student interest but also to the advanced understanding and application of PR concepts. Students reported being more satisfied and confident in their capacities; this shows that the learner-centred approach serves them well in achieving their educational goals. The study emphasizes how teaching methods should go hand in hand with modern development to stimulate interactivity and a friendly learning atmosphere. This study embraces evidence on how AI and other multimedia tools, when used strategically, will add immense value to the learning experience of these students in preparation for the changing landscape of demands emanating from the PR industry while developing core skills for their future employability.

Keywords: PR Campaign; Class-Tested Assignment; AI and Multimedia; Motivation and Learning Outcomes; Technological Interventions; Artificial Intelligence; Learning Experience; AI-Powered Tools.

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1. Introduction

With the rapid advancements in artificial intelligence and digital multimedia technologies, there is a growing potential to shift the focus of public relations campaign assignments from an instructor-centred to a learner-centred approach [15]. Public relations courses have traditionally relied heavily on instructor-led lectures, where students passively receive information and instructions for their campaign projects [10]. However, integrating AI and multimedia tools can empower students, giving them a more active and independent role in their learning. This empowerment fosters greater engagement, creativity, and critical thinking skills, enhancing the learning experience [25]. One key benefit of incorporating AI in public relations education is its ability to promote independent generation and modification of campaign materials. AI-powered tools can enable students to develop customized, interactive content that aligns with their target audience's specific needs and preferences, moving away from the one-size-fits-all approach often associated with instructor-provided templates [26]. This shift towards a more personalized and learner-driven model can lead to increased engagement and a deeper understanding of the principles underlying effective public relations campaigns [27]. Moreover, using AI-powered chatbots and virtual assistants can provide students with a "judgment-free" environment to experiment with different communication strategies and receive immediate feedback without an instructor's potential bias or influence [2]. This interactive, AI-driven approach can foster the development

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of essential skills such as self-reflection, self-direction, and teamwork – all crucial for success in the dynamic field of public relations.

In addition to the potential of AI, integrating multimedia tools in public relations education can also play a significant role in the transition towards a learner-centred approach [28]. Multimedia platforms, such as interactive video, augmented reality, and virtual reality, can create immersive learning experiences that engage students on a deeper level, allowing them to apply their knowledge in real-world simulation [7]. By combining the capabilities of AI and multimedia, public relations instructors can design assignments that challenge students to think critically, problem-solve, and develop innovative campaign strategies [11]. This shift from an instructor-centred to a learner-centred approach can better prepare students for the demands of the modern public relations industry, where the ability to adapt, collaborate, and leverage technology is increasingly crucial. As generative AI tools continue to evolve, educators must establish clear policies and engage in open dialogues with students to encourage these technologies' responsible and ethical use in their learning experiences [11].

1.1. PR Campaign Assignment Overview

The Gulf Cooperation Council (GCC) countries have made considerable investments in improving the quality of higher education and research. However, despite these efforts, significant challenges still exist [19]. In Oman, a GCC country, the teaching approach remains traditional and teacher-fronted, which may affect effective learning [9]. With the emergence of technology, PR programs and their learning outcomes must incorporate technology to meet the requirements of the PR industry. Thus, the Mass Communication Department at the University of Technology has tested ChatGPT for the public relations campaign assignment that leverages multimedia tools [29]. The PR Campaign assignment aims to identify the factors that enhance the quality of teaching and promote a comprehensive approach to critical thinking, planning, and implementation of successful PR practices that leverage technology to achieve all learning outcomes. Artificial Intelligence (AI) and multimedia tools have revolutionized the academic and communication sectors [1]. Therefore, the PR Campaign assignment includes integrated AI and multimedia tools to write a PR Campaign proposal and create communication strategies to achieve a hundred per cent % communication goal. This assignment adopts a student-led learning pedagogical approach and proposes a shift from instructor-centred to learner-centred in the Public Relations Campaign Assignment [30]. Now, students can design more effective campaigns to raise funds for social causes, educate the community about health and other issues, market products and services, and address client problems or similar issues [31]. The initial findings of this research serve as a significant motivating factor for incorporating AI and multimedia for the assignment outlined in this document.

1.2. The Rationale of the Study

According to Xie et al. [20], the current advertising and public relations education is insufficient to prepare students for the constantly evolving PR industry. Their study highlights the need to integrate digital skills into every stage of the PR program. Similarly, Kerrigan and Portolese emphasize incorporating multimedia elements to increase student engagement and promote learning in online technical writing courses. Specifically, they suggest the integration of synchronous and asynchronous multimedia elements to address the “what,” “why,” and “how” of online technical writing. Similarly, Sheppard argues that designers must make rhetorical choices specific to multimedia development beyond the traditional rhetorical considerations of audience, purpose, and context. Similarly, Brunner's [5] study emphasizes the importance of keeping up with the latest trends in PR practices through various tactics such as digital skills, alumni engagement, advisory board panels, and faculty engagement with the industry. The Commission for Public Relations Education also recommends focusing on the future of PR education [21]. Considering the rapidly advancing technology, the PR Campaign assignment has been designed to explore how integrated AI (Especially Grammarly and ChatGPT) and multimedia tools can enhance student productivity and engage them in writing an effective PR campaign proposal. This involves class interaction, topic development, research on the issue, writing a problem statement, planning communication strategies, planning media and message strategies, and developing a series of events to engage the community to achieve the campaign objectives [32]. The assignment aims to leverage technology to enhance the learning experience and motivate students to apply critical thinking to real-world PR scenarios [33]. The assignment's validity was tested in two phases: first, in FALL 23, and second, in SP24.

1.3. Learning Outcome

The primary objective of the PR campaign assignment is to equip PR students with the essential skills to write and develop effective PR campaign proposals [34]. This assignment helps students identify the problem and offer well-articulated solutions to the clients. Furthermore, it focuses on the following learning outcomes:

- Demonstrating the ability to write comprehensive and innovative campaign proposals.
- Develop effective strategic communication planning and media and message strategies to achieve communication goals.

- Creating a logical event series to engage the local community to achieve the campaign goal.
- Promoting Public Speaking and Presentation Skills
- Leveraging technology to prepare for digital era PR.

1.4. Ethically regulating students' work by creating a controlled learning environment

Exposure The PR Campaign assignment enables students to apply their knowledge of PR concepts, research, writing, and strategy to a real-world scenario. The assignment aims to enhance students' productivity, creativity, and critical thinking skills by integrating AI and multimedia tools, ultimately preparing them for the evolving PR industry.

2. Methodology

The PR Campaign assignment will be implemented in two phases: Phase 1 will occur in Fall 2023, and Phase 2 will occur in Spring 2024. In Fall 23, students will be asked to use only multimedia tools (like Canva, Powtoon, Vidyad, and Google Slides) to develop the PR campaign proposal. In Spring 24, students will integrate AI and multimedia tools to enhance the campaign.

Phase 1: Fall 2023**: In the Fall 2023 semester, students were asked to develop a PR campaign proposal using multimedia tools such as VN, Canva, and Google Slide.

Phase 2: In the Spring 24 semester: To incorporate AI tools, the students will be provided with AI assistants like ChatGPT in the class to help generate ideas, write content, and create visuals for the campaign proposal. Grammarly will be used for language checks.

3. Literature review

3.1. Connection to Public Relations Theory

The present PR Campaign Assignment is related to the two-way symmetrical model of PR, which is an ideal form of communication in public relations practice. The two-way symmetrical model emphasizes mutual understanding and collaboration between the organization and its public rather than a one-way persuasive approach. Any campaign can be successful through symmetrical engagement between the campaigner and the target public, as it requires public engagement and later evaluation of the campaign's effectiveness [12]. Furthermore, it connects the audience analysis theory of strategic communication [17], message development, and campaign planning concepts to develop a comprehensive strategy [16] incorporating AI and multimedia. The PR Campaign assignment encourages students to explore different communication approaches and select the most appropriate one based on the campaign objectives and target audience [7]. Numerous studies have highlighted the potential of AI and multimedia tools to enhance public relations teaching and learning experiences. Artificial Intelligence and multimedia integration into public relations education and campaign development are increasingly part of the current landscape. The truth is that this has improved the learning experience among students and has enabled practitioners to develop more engaging and effective campaigns [35]. Recent studies have identified ways AI and multimedia might best be embedded into PR curricula and practices. Artificial intelligence, with its ability to automate tasks, analyze vast amounts of data, and generate personalized content, can potentially revolutionize how public relations professionals approach their work [15]. On the other hand, multimedia technologies provide audiences with a rich and immersed experience. Multimodal integration of media formats like video, audio, and other interactive elements is possible, effectively communicating messages through them [3]. These are two robust technologies, and when converged, they open new pathways for public relations education and campaign development.

3.2. AI and Multi-Media Integration into PR Curricula

The same section teaches the students to apply AI-powered tools in audience analysis, creating content, and the optimization of campaigns. This shows the student how to comprehend the target audience and create more personalized and engaging content. Hicham et al. [13] include but are not limited to interactive information graphics, 360-degree videos, and virtual reality. This approach has allowed for a deeper look at how to create aesthetically pleasing, immersive campaigns. With AI and multimedia, PR professionals can work magic on campaigns that result in better communication and engagement with audiences [4].

3.3. PR Campaign Improvement Using AI and Multi-Media

Integrating AI and multimedia in public relations campaigns can enhance audience engagement, improve campaign effectiveness, and streamline the campaign development process [22]. It would involve AI-powered tools, which would analyze

volumes of data regarding optimal messaging, distribution channels, and timing [10]. Furthermore, multimedia elements will engage audiences and better convey the messages [13]. By combining PR practitioners with AI and multimedia potentiality, they will design more targeted and influential campaigns appealing to their target audiences [13]; [18]. AI-powered tools can automate various tasks in the campaign development process, such as data analysis, content generation, and campaign optimization [13]. By harnessing the power of AI, public relations professionals can gain valuable insights into audience behaviour, create more personalized and engaging content, and streamline the campaign deployment process [15]. AI-powered data analysis, for example, can obtain data on audience preferences, interests, and pain points that help create targeted messaging and content that resonates better with the target audience [13]. Moreover, AI-generated content, such as social media posts or email campaigns, can increase audience engagement and make public relations more effective.

3.4. Using Multi-Media within PR Campaigns

A public relations message will be more striking and vivid if enriched with video, audio, and interaction. Certain PR multimedia elements are more persuasive when showing complex information, attracting the audience's attention, and allowing people to identify with a brand or organization. For example, using interactive infographics or augmented reality to visualize complex data or concepts can be significantly better than other formats. Video content speaks more to emotional responses and helps tell a brand's story [23]. In sum, incorporating multimedia into campaigns can make them significantly more impactful and memorable to targeted audiences. Enhancing PR Skills with AI-Powered Tools The integration of AI and multimedia in public relations education and campaigns not only improves campaign effectiveness but also enhances the skillset of future public relations professionals. By learning to leverage AI-powered tools, students and practitioners can develop expertise in data analysis, content generation, and campaign optimization, making them more valuable assets in the industry [14]. Also, multimedia within the curriculum and campaign development allows students and professionals to enhance their creative and storytelling skills and learn about audience engagement and visual communication.

3.5. AI-powered content creation for PR campaigns

As a result, this has led to increased efficiency in running PR campaigns. AI algorithms can thus scan large blocks of information to develop inspiring and personalized content best suited for target audiences. AI in Content Marketing Report, 2020 Examples include AI-powered chatbots interacting with customers in real-time, with personalized responses and information. This also extends to AI-powered social media posts and email campaigns targeted to specific tastes and behaviours [4]. Furthermore, AI-powered support might allow for multimedia content production by automatically generating videos or optimizing visual elements, thereby enhancing the overall value of public relations campaigns [24].

3.6. Leveraging Multi-Media to Engage Audiences

Multimedia technology, such as video, audio, and interactive elements, can engage in reenactments and communicate their messages far better. Using multimedia in public relations campaigns would offer an increasing emotional engagement with the brand or organization, more involved audiences, and improved retention. Examples might include immersive virtual reality experiences and augmented reality applications, allowing audiences to interact with a brand memorably and distinctively. Meanwhile, interactive infographics make data and complex ideas more engaging [8].

3.7. Storytelling with Media in PR Campaigns

With multimedia, public relationships could become a strong channel for telling amazing stories that can resonate with audiences. PR practitioners can create emotive stories through video, audio, and other interactive elements that will be engraved on the minds of audiences. For example, it could be done through the screen using documentary-style videos or virtual reality. It would put audiences into a brand's world and deepen the connection with the organization's values and mission [6]. AI-driven analytics will, therefore, provide great insight into the performance and effectiveness of public relations campaigns. This, in turn, allows practitioners to make informed decisions based on that data and make further adaptiveness of their efforts.

Use of Emerging Multimedia Technologies Incorporates Apart from traditional multimedia, a professional PR person should also work with emerging technologies like virtual reality, augmented reality, and interaction holograms to create innovative and immersive experiences for their target audiences [14]. These cutting-edge multimedia technologies can captivate and engage audiences and provide valuable data and insights for future PR campaigns. Challenges and Considerations While AI and integrating multimedia into public relations education and campaigns provide much scope, several considerations and challenges must be put into perspective. Ensuring that any AI used in public relations is ethical, responsible, and transparent while lessening biases is important. Moreover, the infrastructure, training, and development of special skills in the public relations workforce might be highly investment-intensive to deploy these technologies [10] successfully.

4. Result

4.1. Assignment Testing

The class assignment was tested in two semesters with fourth-year PR students at the University of Technology and Applied Sciences, Salalah, Oman. The reason behind doing so is to assess the impact of multimedia use without AI and integrated AI and multimedia tools on campaign planning. It also aims to promote student engagement in class interaction, enable them to write innovative and comprehensive campaign proposals and develop effective communication strategies. Over fourteen weeks of each semester, students must attend lectures, select a campaign topic, conduct in-depth research on client problems or social issues, develop a campaign plan, reach out to sponsors, devise a budget, and perform a PR campaign in weeks twelve and thirteen. The Fall 23 students were taught using traditional top-down delivery methods, while the SP24 students were given more autonomy and authority in their learning through a student-led approach. All students used multimedia tools like PowerPoint to draft the campaign proposal. Still, the SP24 students were given access to integrated AI to assist them in writing, creativity, and strategy development tasks. The students' performance was assessed through their campaign proposals, presentations, and a final reflection report. The results suggest that the SP24 students who used integrated AI and multimedia tools produced more comprehensive and innovative campaign proposals than the Fall 23 students.

4.2. FALL23 Testing

The Fall 23 class testing session introduced the assignment and its objectives to the students. The instructor explained the purpose of the PR campaign assignment experiment and discussed multimedia tools in PR education and practices. Finally, the instructor briefly outlined the key points they should focus on in the effectiveness analysis of the campaign. After that, the necessary materials were distributed for the class testing. Students were encouraged to take notes and highlight important points as they read the content. Students were divided into teams of 2-2 members and were asked to select a PR campaign topic from a list provided by the instructor. The students then conducted primary and secondary research to understand social issues, the target audience, and the communication goals. The PR students have selected a social issue they wanted to address throughout the semester. After a brainstorming session, they agreed on disability in Oman. Later, they chose the category of blind people. However, initially, students were reluctant to participate in the open discussion as they were unsure about managing the topic of Blind people and its effectiveness on communities. The instructor led the debate and convinced the students to do in-depth research to identify problems closely connected to blind people. After three hours of discussion, they started working on the "Beyond Vision" campaign proposal for blind people in Oman. The initial draft needed many languages, content flow, and assignment elements corrections. A total of 8 hours of sessions were taken to finish the proposal and planning. This affected the sponsorship approach and budgeting. However, they achieved the campaign objective with their good networking and multimedia tools. Overall, the Fall 23 students were able to create appropriate multimedia tools to present their campaign proposal but lacked creative ideas and comprehensive planning.

4.3. SP24 Class Testing

The class testing exercise session began with the public relations campaign assignment. The instructor introduced the assignment's objectives and emphasized the importance of using integrated AI and multimedia tools to enhance campaign planning and execution. After briefly outlining the key points of the assignment, the instructor distributed the necessary materials for the class testing. Students were encouraged to take notes and highlight important points as they read the content. To investigate the effectiveness and advantages of combining AI and multimedia tools in campaign planning and implementation, the instructor used integrated AI tools like Grammarly and ChatGPT, along with multimedia tools, in PR education and practices. Unlike the Fall 23 session, the SP24 students were given more autonomy to select their campaign topic, research, and develop the campaign plan. They were divided into teams of 2-3 members and asked to choose a PR campaign topic to address a social or client issue in Oman. The students then conducted primary and secondary research to understand social issues, the target audience, and the communication goals. They were asked to use AI tools to generate ideas for the PR campaign topic and structure the proposal. This exercise engaged the students in class activity and developed their creativity and critical thinking skills. The session worked well, and students came up with the topic of Oman Tourism. While researching this topic, they found that the Ministry of Heritage and Tourism emphasizes community involvement in Oman's tourism practices. The class discussion ended with the title of the PR campaign, "Together for Sustainable Tourism."

The instructor encouraged the SP24 students to utilize ChatGPT and Grammarly, an AI-powered writing assistant, to improve the quality of their campaign proposals further. The students appeared more engaged and motivated, and after presenting their work, feedback was given with minor corrections. Focus group discussions were conducted to gather students' perceptions on using Grammarly and ChatGPT in the PR campaign planning. After three sessions, the PR campaign proposal was ready in week three. The timely drafting of the campaign proposal was crucial as Ramadan, "the holy month of the Muslim," was ongoing, and people were fasting in March. The Eid holiday was scheduled for April 9th to 13th, 2024, and each week in the

fourteen-week semester system has significance in preparing and implementing the PR campaign. Thus, in SP24, quick preparation of the campaign proposal helped the students reach out to potential sponsors to manage the campaign's budget. By leveraging AI and multimedia tools throughout the planning and implementation process, the SP24 students produced a more comprehensive and innovative PR campaign proposal.

4.4. Evidence of Learning Outcomes

Below are screenshots of student work and feedback from the Fall 23 and SP 24 semesters as evidence of learning outcomes. The Screenshot of the PR Campaign Proposal for the Fall 23 Semester (Figure 1).

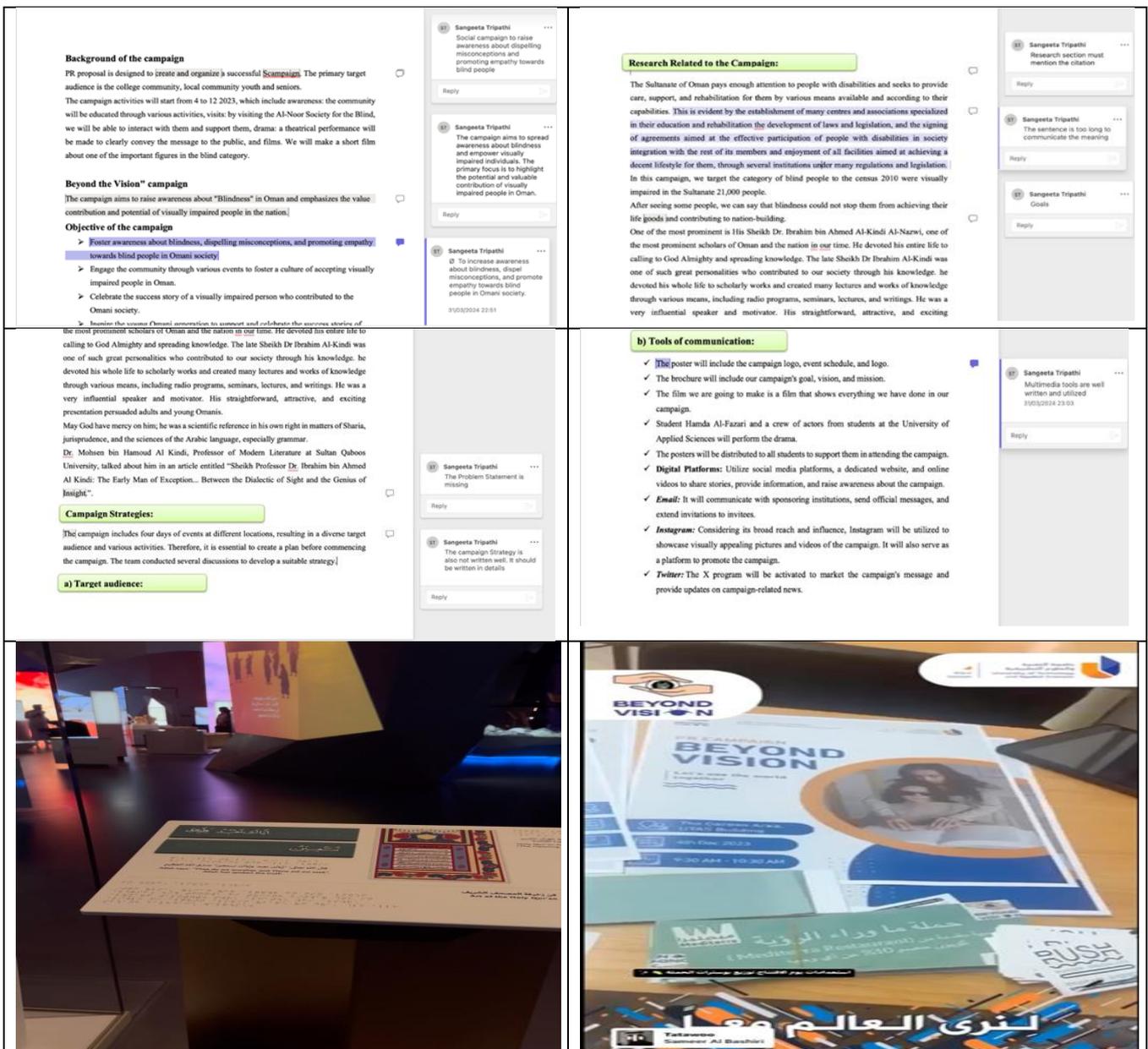


Figure 1: The Screenshot of the PR Campaign Proposal for the SP 24 Semester

5. Discussion

The screenshot of the PR campaign proposal from the Fall 23 and SP 24 semesters evidenced successful learning outcomes corresponding to the course's key objectives. In the Fall 23 session, the proposal needed more creativity, comprehensive planning, and effective use of multimedia tools. However, the SP 24 students showcased a more innovative and well-structured PR campaign proposal using AI and multimedia tools at different stages, from ideation to execution planning. For example, the

SP 24 students used ChatGPT to generate campaign ideas, Grammarly to improve the writing quality, and multimedia tools like Canva to create visually appealing campaign assets. The focus group discussions also revealed that the students found integrating AI and multimedia tools to enhance their critical thinking, creativity, and collaborative skills.

Students told the instructor that the course was more engaging and relevant. They are enjoying working on the PR campaign. This approach made it easier for them to grasp the campaign topic for effective implementation. The PR CAMPAIGN assignment was instrumental in bridging the gap between class learning and applying knowledge through leveraging technology to fulfil the requirements of the current public relations industry. It enabled students to be self-motivated and confident in writing an engaging and relevant campaign proposal. This seems significant in achieving the course's desired outcomes. The instructor's open and guided invitation to use AI tools created a learner-centred environment and encouraged them to use AI tools ethically in research and campaign proposal writing. The multimedia tools also encouraged them to communicate their message effectively to the target audience. Students mentioned that the PR CAMPAIGN assignment helps them to better prepare for the emerging public relations industry. Student feedback indicates that the course's outcomes are successfully achieved. Overall, the class testing exercises demonstrated the potential of AI and multimedia tools to transform the PR campaign assignment from an instructor-centred approach to a more learner-centred approach, empowering students to take a more active role in the creative and planning process.

5.1. PR Campaign Assignment Description

The PR campaign assignment is a group assignment, and the instructor can decide the number of group members. The students are expected to conduct a Public Relations Campaign. For this purpose, they must select a real-life client or any social issue that needs to be addressed. The campaign can be about brand building, fundraising events/ awareness campaigns/product service launches, etc. The assigned PR campaign should include the following:

- Research (Client/Stakeholder/Audience Analysis)
- Situation analysis
- Key objectives
- Target audience
- Key messages
- SMART goals and objectives
- Campaign strategies and tactics
- Monitoring and evaluation plan

The campaign proposal must be prepared after the brainstorming and discussion, incorporating integrated AI tools. Thorough research must be conducted on the client brief and problem statement. Multimedia tools must be used to create effective communication strategies to engage the local community. Media coverage and media tracking is also required for documentation and assessment purposes. A presentation on the PR campaign will be delivered in class. During the presentation, each group member will reflect on what they have done in the PR campaign. What did they learn throughout the campaign? And what are their challenges? A portfolio with all evidence must be submitted at the end of the semester.

5.2. Assignment Requirement

- The campaign topic must be selected in class after brainstorming and discussion.
- The campaign proposal must be 12-15 pages long.
- The font should be Times New Roman, size 12, and a line spacing of 1.5.
- All sources should be cited using APA style citation.
- The instructor will provide a rubric or grading scheme.
- The students must choose a real-life client or any social issue that needs to be addressed.
- The target audience needs to be defined to create SMART objectives for the campaign.
- Students can incorporate AI tools like ChatGPT when writing the proposal. Grammarly, for example, could improve the writing quality.
- The campaign must include a multimedia component, e.g., a video, infographics, podcasts, or social media posts to showcase the integrated use of technology.
- Develop a set of key messages and slogans that the audience will remember. These messages and slogans should also resonate with the PR campaign objectives.
- The tactic is significant for effectively executing the PR campaign. The list of tactics includes presence on different media outlets, communication outreach, social media engagement, social influencer partnerships, and the nature of events.

- The monitoring and evaluation plan will help determine if the campaign successfully achieved its objectives and goals.
- The portfolio should include all evidence, meeting notes, client feedback, campaign resources, and media coverage.
- A PR campaign timeline must be created to achieve the campaign goal within the timeframe.
- An evaluation strategy must be designed to measure the campaign’s effectiveness.

5.3. The Elements of Assignment Template

- Executive Summary of the campaign
- Client Brief and Problem Statement
- Situational Analysis
- Target Audience
- Campaign Goals and Objectives
- Key Messages and Slogan
- Campaign Strategies and Tactics (including Multimedia Tools)
- Multimedia Campaign Assets
- Significance of the campaign
- PR Campaign Timeline
- Multimedia Tools for Communication
- Sponsors and Partnerships
- Evaluation and Monitoring Plan
- Conclusion and Recommendations
- A reflective story of the group process, challenges, and lessons learned

5.4. Rubrics

Evaluation rubrics have been designed to assess the quality and effectiveness of PR campaign proposals and their creative implementation (Table 1).

Table 1: Rubric Scoring Scale

Rubric	Scoring Scale	Level	Total Score	Average Obtained Score
Campaign Summary, Objective, Research related to the topic	Novice	1	15-20	
Campaign Strategy	Developing Stage	2	21-30	
Creative Execution	Emerging	3	31-40	
Effective Use of AI and Technology	Impressive	4	41-50	
Message Consistency and Coherence with multimedia	Professional	5	51-60	
Stakeholder/ Community Engagement				
Measurement and Evaluation				
Portfolio with all Evidence and Reflective Story				

6. Findings and Limitations

The research findings suggest that the PR campaign assignment using AI and multimedia tools can shift the focus from an instructor-centred approach to a more learner-centred one. The findings highlight that Integrating AI and multimedia tools positively impacted the engagement and motivation of the SP24 student group. It enabled students to be self-motivated and confident in writing an engaging and relevant campaign proposal. Students mentioned that the opportunity to use AI tools like ChatGPT and Grammarly enabled them to enhance their research, writing, and campaign planning skills. Incorporating multimedia tools like videos, infographics, and social media campaigns allowed them to communicate their PR strategies more effectively to the target audience. Fall 23 PR students took longer to generate their PR campaign proposal than SP24 students. The findings indicate that AI and multimedia tools can be valuable additions to enhance PR major students’ learning experience and help them shape their future in PR practices in the GCC region, where PR practices are still emerging and have a great scope of the PR market. Due to AI and multimedia tools, students could experience interactive and engaging learning throughout the SP24 course. Grammarly and ChatGPT motivate students to attend in-class discussions and receive instant feedback, helping create a dynamic learning environment.

Multimedia tools such as videos, graphics, and presentations added a visually stimulating aspect to the coursework. It makes the learning process more exciting and engaging. Grammarly is beneficial for students as it helps them improve their language of the content and provides personalized feedback and suggestions for writing assignments. English is the second language for Arabs, and it mostly starts in the foundation year group. This is a significant reason for the student's language barrier. Grammarly and ChatGPT-like tools make Arab students more equipped and confident if used with the guidance of the instructors. Immediate feedback from AI tools motivated them to refine their work and build confidence in their abilities. Integrating multimedia tools into the coursework allowed students to express their creativity and innovation in writing their PR campaign proposals. It reduces time and allows them to plan. With the ability to experiment with different multimedia formats, students were motivated to think outside the box and present their campaigns uniquely and compellingly. Using integrated AI tools makes students understand how AI and multimedia can be effectively integrated and used for PR campaigns in professional settings. Both Grammarly and ChatGPT facilitate collaborative learning and communication among the students. It promotes teamwork and helps them to generate ideas, seek advice, discuss communication strategies and event planning, decide on a budget, and select the right media platforms according to the target audience. Finally, using integrated AI and multimedia tools streamline students' PR campaign planning process, allowing them to focus more on the strategic aspects of their campaigns. This increased efficiency increased their engagement and motivation to produce high-quality work within the given timeframe.

6.1. Implications of the study

The findings of this study have several implications for the use of AI and multimedia tools in PR education:

- **Enhancing writing skills and confidence:** Using tools like Grammarly and ChatGPT can significantly improve students' writing skills, grammar, and overall confidence in their ability to communicate effectively through the written word.
- **Promoting learner-centred engagement:** Integrating AI and multimedia tools can shift the focus from an instructor-centred to a learner-centred approach, where students take a more active role in their learning process and are empowered to explore, experiment, and express their creativity.
- **Streamlining the campaign development process:** AI and multimedia tools can help students simplify the PR campaign planning process, allowing them to focus more on their work's strategic and creative aspects.
- **Preparing students for the digital PR landscape:** Exposing students to the use of AI and multimedia tools in PR education can better prepare them for the digital and technology-driven nature of the profession, which is increasingly relying on these tools for effective communication and campaign execution.

7. Conclusion

The integration of artificial intelligence and other multimedia tools in the learning process of public relations demonstrates a revolutionary type of learning while at the same time appropriately shifting from instructor-centered to learner-centered methodologies. This study puts into perspective how tools such as Grammarly and ChatGPT enhance students' writing skills while ensuring that students are confident and motivated to create engaging campaign proposals. In facilitating interactive learning environments, these tools truly allow students to take ownership of their education and interactively explore and experiment with creative freedom. Moreover, using multimedia facilities such as videos and infographics raises the stakes in communication strategies to a higher level. It makes it easier for students to express themselves more rapidly and efficiently to target audiences. As the results show, campaign development seems more effective, whereby students can easily focus on strategic issues while developing their team cooperation skills. Since the PR landscape is constantly evolving, especially within emerging markets such as those in the GCC region, it is important to equip students with the relevant skills that would see them best utilize such technologies. The implications of this study indicate that the need for adapting educational practices is high in preparing students for the demands of a digital-first environment in which technology plays an important channel in effective communication and execution of campaigns. This research advocates for the wide adoption and further embedding of AI and multimedia within PR curricula, greatly enriching learning and providing students with skills needed in an ever-shifting sector.

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