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Digital Media Learning and Postmodernist Classroom Innovations in Nigerian Universities

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Abstract
One of the tripartite functions of a university is teaching. Within the passage of time, teaching, has been drastically modified. This modified classroom innovation is decreasing the face-to-face pedagogy by intensifying digital platformazation and silos. Digital Media Learning (DML) classroom innovations of the modernist's era is increasingly challenged by the introduction of Artificial Intelligence algorithms of digital humanity, where robots will be replacing human teachers in the universities. Situated within the framework of diffusion of innovation theory, this survey research samples' three different universities in Northeastern and North-central Nigeria. The study takes a futuristic position by predicting that classroom innovations in Nigerian universities are on the point of transition even as the global best practices have migrated from digital media learning to accepting Artificial Intelligence for teaching, where telepresence robot becomes the teachers avatar in the digital classroom. In order to prepare Nigerian university classroom for the digital innovation this study found that private universities are early adopters of digital classroom innovations while public universities are late majority. Robots teachers with similar features of live classroom are underdeveloped but promise to be the most disruptive classroom innovations of the postmodernist era. Imperatives for digital and post-digital classroom transformation were recommended alongside policy directions for revamping classroom pedagogy in Nigerian university system.

Key words: Digital Media Learning, Postmodernism, Classroom innovations, Artificial Intelligence and University

Introduction

The world is increasingly becoming digitized and the need to produce digital graduates that can navigate the digital working spaces cannot be underestimated. Digital humanities of the 21st century comes with platformazation and silos that support migrating from analogue to digital teaching. Thus, universities too need to digitized their mode of creating, storing and dispensing

knowledge in line with the current realities of digitization..

University, as a citadel of knowledge that is charged with tripartite functions of teaching, research and community services. is not left out of the force of digital transformation., as Digital Media Learning (DML) and of recent, Artificial Intelligence (AI) algorithm takes the world from modern to postmodernism era.

Digital transformation in the university received a boast during the outbreak of COVID-19, specifically due to two major global decisions. On one hand international communities and WHO accepted social distancing measure, and on the other,s the lockdown measure, all designed to control the spread of the pandemic affected university to the point that universities in the Western world switched to Digital Media Learning to impart knowledge but this time around using the virtual space.

Universities in Africa and Nigeria went off due largely to inadequate digital media learning facilities. As the era of COVID-19 pandemic elapsed, Nigerian Nigerian universities began to adoption and implementation of digital media learning to modify classroom practices with the hope of leapfrogging into digital media learning to mitigate several challenges within the face-to-face teaching methods of the Elizabethan period.

The transformation from analogue to digital teaching using DML in Nigerian universities, which this study conceived as an innovation is considered as innovation of the modern era as the postmodernist scholars like Matt (2024), World Bank (2024) and classpoint.IO (2024) have predicted the in rout of Artificial Intelligence (AI) to be the newest seamless classroom innovation connecting students to academic contents.

Postmodernism classroom innovation sees the diffusion of Digital Media Learning (DML) as old fashion, with live-classroom involving human faculty members imparting digital knowledge in the virtual space. Tsokwa (2024) opines that Digital Media Learning revamps faculty members and university students (classroom stakeholders) to over come shyness, timidity and allow access to collaborative teaching, which are the advantages that face-to-face pedagogy method lack. But with an AI teacher, classroom is completely 'dehumanized' from the point of faculty members. Thus, the postmodernist classroom innovation will usher in robot faculty members imparting digital educational contents to real life students.

The implications for AI innovation within classroom are far and wide and predicting the structure of university classroom transformation is complex. However, this study takes a futuristic attempt to explain how classroom is in the digital modern era and how digital classroom might likely be in the future giving the technological buzz.

This study will limits its arguments to three selected universities in Nigeria, namely: University of Maiduguri,

Borno State, Federal University, Taraba State University, Jalingo, a State owned university and Baze University Abuja, a privately-owned university. This will allows the study the opportunity to examine three different types of universities in Nigeria.

Objectives of the Study

The following objectives are set out to be achieved in the study:

1. To identify the types of Artificial Intelligence tools used in university classrooms

2. To determine how AI is used in the classroom

3. To determine the current state of AI in classrooms as they are used by faculty, students and administrators

Review of Empirical Studies

Digitial Media Learning (DML) a prelude to AI teacher is a systemic arrangement where ICT and internet connectivity allow faculty members to freely interact with students using virtual space. DML has to do with platform teaching of the e-classes. Tsokwa (2024) defines Digital Media Learning as a systemic arrangement where academic contents are offered to student in a seamless collaborative and connective ways.

Artificial Intelligence (AI) tools are believed to be able to help humans learn better and achieve educational goals more effectively. Therefore, it is not surprising that currently many AI-based innovations and breakthroughs are being and will be applied to support the learning process to make it more practical and effective. So, when AI is present in the education sector, it then raises concerns by teachers, as it is a challenge that must be faced so that the existence of education continues. Some of a strong beliefs that teachers cannot be replaced by AI, but teachers collaborate with AI in the implementation of learning. Teachers need to have skills in utilizing science and technology.

Artificial Intelligence (AI) is known as the process of modeling human thinking and designing a machine so that it can behave like humans and perform cognitive tasks. It involves how machines can learn automatically from programmed data and information. Artificial intelligence can also be interpreted as one part of computer science that makes machines (computers) able to do work as and as well as humans do. The use of Artificial Intelligence consciously or otherwise is being applied in everyday life. Many applications have implemented Artificial Intelligence as an add advantage of these applications.

The interface of AI technology refers to the machines that can think, weigh the actions to be taken, and can make decisions as humans do. Artificial intelligence (AI) is currently being developed on a large scale so that the technology will imitate and even take over the work normally done by humans. Based on the definition of AI, it was created to be able to act like humans in the form of programs and

robots. With the intent to facilitate human work. Even various digital platforms have used AI or a part of it. AI is used to make things easier for humans to do. Several technology companies have implemented AI, including Amazon, Facebook, Microsoft, and Google.

Artificial intelligence or (AI) is a technology where machines can learn and understand logic like humans. The technology is said to be able to help simplify human life which is very complex (Fitria, 2021a). AI itself works by combining the presence of several data, iterative processing, and intelligent algorithms. This allows the software to learn automatically from patterns or features in the data. AI is said to be a very broad field of study. The scope of theories, methods, technologies, and subfields that exist in AI is very wide, including machine learning, neural networks, cognitive computing, computer vision, and scientific language processing.

The role of Artificial Intelligence (AI) technology is increasingly evident in various sectors, including the education sector. The presence of AI technology has transformed the educational curriculum, especially in the fields of technology, science, mathematics, and engineering. In short, AI will potentially also change the face of the world of education as a whole. It is the one technology that has recently received attention. This technology has an important role in facilitating various job functions, including in the field of education. AI can also be implemented in the world of education. Teachers/lecturers can understand students' needs more easily and more deeply (Fitria, 2021b). Students also can learn according to their needs without encountering difficulties.

Theoretical Framework

This study is situated within the Diffusion of Innovation Theory proposed by Roggers who defines diffusion as the process by which an innovation is process is communicated through certain channels over time among the members of the society. The adoption process is from the diffusion process in that the diffusion process occurs within society, as a group process; whereas, the adoption process pertains to individual (Rogers, 2003). The adoption has to do with the process through which an individual passes from hearing an innovation to finally adopting the innovation.

This theory seeks to explain how, why and at what rate do new ideas and technology spread through cultures. The key elements of Diffusion of Innovation Theory according to Rogers (2003) are innovations, communication channels, time and social system. Because most diffusion of innovation research involves technological innovations, Rogers usually used the word "technology" and "innovation" as synonymously. For Rogers (2003, p.13), a technology is a design for instrumental action that reduces the uncertainty in the cause-effect relationships involved in achieving a desired outcome.

This study will use three constructs from the diffusion of innovation (DoI) framework. Rogers' three theoretical concepts were used to develop an understanding of the factors that influence the adoption and diffusion of AI technology innovation in university, namely social systems, compatibility of technology, and early adopters. The social system in which this study is considering is the educational system in Nigeria (university education). Therefore the extent to which this Digital Media Learning (DML) and AI are adopted and use is our focus, believing that this will help us to determine the effectiveness of the AI. Secondly computers and ICTs were already been diffused within the university system, but how compatible is the AI among the users? This takes us to the final framework which has to do with the question: what are the stages of diffusion of the new innovation? Who are the opinion leaders, early adopters, late adopter and the laggards? Thus, Nigerian universities that are sampled are categorized according to these stages of diffusion.

Methodology

Library study and descriptive survey research method are adopted for this study. A key informant interview with three selected faculty members from each of the three universities provides the needed qualitative data for analysis. The method of collecting data used is documentation.If the data needed to answer the research problem are sought, in documents or library materials, the collection activities, that data is referred to as a document (Adi, 2021).

Discussion

University is a complex system in which classroom stakeholders are not only acquiring knowledge of various concepts but also learn to apply them in daily life with social skills. Technologies cannot teach empathy, sympathy, and other emotions that are an important part of our personality development. This means that no matter how sophisticated AI is, no matter how digitized AI is, the technology cannot replace the role of teachers or educators in some ways but not completely.. The role of AI is limited to helping and empowering teachers in making the learning process a fun experience for classroom stakeholders (faculty members and students). The role of DML and AI are also often involves supporting learning, either in schools or for self-learning

In Western countries, AI tool is widely used by professors/lecturers to publish notes, homework, quizzes, and tests that allow students to ask questions and carry out assignments for the assessment process. Applications are widely used by professors/lecturers to publish notes, homework, quizzes, and tests that allow students to ask questions and do assignments. Applications can also be used for assessment/assessment. This application can identify the reasons behind students'

misunderstanding and can offer solutions that have been released by the lecturer and programmed beforehand. However, the Nigerian universities examined in this study under-utilize the AI tools by concentrating on how to address users who violate standard practices of plagiarism. Blackboard AI is still under-utilized in Nigerian universities, especially those universities sampled from the Educational Less Developed State.

Major Findings of the Study

The major types of Artificial Intelligence tools used in university classrooms are Chatbot like the Chatgbt, Meta AI, Generative AI. Virtual Mentor, Voice Assistant, Smart Content, Presentation Translator, Automated Assignment, Global Courses, Personalized Learning, Intelligent Tutoring System (ITS) and Educational Games.

It is undeniable that Chatbots like ChatGPT, Bing AI, and Google Bard have revolutionized the educational landscape and earned admiration from teachers worldwide. While universities still face some skepticism and hesitance about these AI chatbots, teachers worldwide have begun to appreciate the versatility and efficiency of these Chatbots, and have been adapting them in their day-to-day teaching life. The fact that these chatbots are designed to interact with users in natural language and are capable of producing innovative output from simple input really removes the prerequisite of being tech-savvy in creating innovative lessons. Nowadays, anyone can use these chatbots as assistants in a wide range of tasks from lesson planning and brainstorming, to feedback generation and personalized learning.

For faculty members the above mentioned types of AI help them to perform the following tasks:

as Faculty Members:

A. Use ChatGPT to manage classroom logistics and announcements including scheduling and reminders, drafting announcements and even setting up appointments. ChatGPT prompt to use: Can you help me draft a message to inform my students' parents about topics of my choice.

B. Use ChatGPT to facilitate communication with your students. ChatGPT prompt to use: "I noticed some of my students have difficulty approaching me with questions or concerns. Can you suggest effective strategies to improve communication between me and my students?

C. Use ChatGPT as a college application advisor. ChatGPT prompt to use: "A student of mine is applying for the (course) in the university. It can help instructors provide guidance on the application process, essay prompts, and tips for crafting compelling personal statements?"

D. Use ChatGPT to write recommendation letters. ChatGPT prompts to use: "Write me a college admission recommendation letter for my student (student name) applying for courses in the university. Include the following information about the

student details in curricular and extracurricular performances. As well as

E. Use ChatGPT to help you organize information.

The use of AI in the Classroom

Artificial Intelligence helps both *faculty members and students to access large academic materials and contents. It also helps faculty members to dictate copied materials like the 'Turnitin' has recently launched its AI detector specifically trained to detect AI-generated content.*

The use of 'COPYLEAKS' helps users to detect fake documents. CopyLeaks can detect texts generated by GPT-3, GPT-3.5 and GPT-4 models, including ChatGPT.

The Current State of AI in Classroom as They Are Used by Faculty, Students and Administrators

The data generated from the interview shows that Faculty members and students from the three universities selected used AI tools for different academic engagements. As students use generative AI to solve their assignments and read for examination, faculty members are also use similar robotic platforms to check for digital similarities, content adoption and content usage that negate bad practices like plagiarism and other related academic thefts.

The types of AI mentioned by respondents in this study covers all the areas of English grammar and automatically produces a series of questions for students to answer for each topic in any field of endeavours. The system is adjusted to each student's unique characteristics and progresses them from an easier to a more difficult level. The intelligent tutoring system was provided to a group of pupils of all ages to test it out and see how it affects them. The findings reveals that classroom stakeholders (faculty members and students) in the three selected universities were pleased with the systemic transformation from modern to postmodern practices, where connective intelligence transform face-to-face pedagogy to DML and AI for academic purpose.

Conclusion

From the findings of this study, it can be concluded that AI can be effectively utilized to attract and retain a robust teaching workforce in the university while enabling faculty members (human mentors) and students to concentrate their efforts on the most impactful interventions. These innovative approaches (DML and AI) not only ensure that teachers receive the most pertinent support tailored to their individual needs but also contribute to enhancing teacher and students wellbeing, effectiveness, and retention in the classroom. The postmodernist transformative potentials of AI in university classroom, when implemented strategically with strong safeguards, DML and AI-driven classroom innovations can catalyze more equitable, personalized and effective educational experiences tailored to

the unique needs of every student. Within the three selected Nigerian universities.

Recommendations

1. Nigerian universities need to consider Digital Media Learning and Artificial Intelligence (AI) as core curriculum of the universities.

2. Digital abuse needs to be conceptualized properly before accepting full implementation of DML and AI into university classes.

3. On-the-job training and workshop should be regularly organized within the universities to upgrade and reposition classroom stakeholders in Nigerian universities towards paperless university as technology has transformed universities from modern to postmodernism.

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APPENDIX

Key Informant Interview Guide

Good sir/ ma

The questions below are constructed to provide data towards the completion of a study on Digital Media Learning (DML) and Artificial Intelligence (AI) in Nigerian university classroom.

1. What type of researcher are you? Lecturer---------- Student----------

2. What are the types of Artificial Intelligence tools used in university classrooms

3. What are the use of AI in the classroom

4. What is the current state of AI in classrooms as they are used by :

A. Faculty

B. Student

C. administrators

5. Are there possibilities that DML and AI will replace face-to-face classroom pedagogy in Nigerian universities?

Thank you.

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