

Exploring The Impact of Artificial Intelligence on Photography Education: A Comprehensive Literature Review

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Abstract

This literature review examines how artificial intelligence (AI) is reshaping photography education, focusing on pedagogical approaches, curriculum design, and learner engagement in academic settings. It surveys AI-powered tools—automated image editing, intelligent composition analysis, generative visual systems—and pedagogical innovations such as virtual studios and simulation-based learning. The review highlights how AI augments creative practice by offering novel pathways for artistic experimentation and technical refinement, while enabling increased accessibility through personalized, adaptive feedback that supports diverse learning styles. These affordances promote more inclusive learning environments and real-time formative assessment tailored to individual needs. Concurrently, the review addresses substantive challenges: ethical concerns surrounding AI-generated content, algorithmic bias, and the risk that reliance on automation may erode foundational photographic skills. It foregrounds the changing role of educators, who must shift from traditional content deliverers to facilitators guiding critical engagement with AI tools—requiring new competencies in digital literacy, ethics, and technology assessment. Institutional adaptation is considered essential to prepare students not only to employ AI effectively but also to grasp its limitations and societal impacts. The review concludes by identifying priority areas for future research, including longitudinal studies on AI's effects on creativity, comparative evaluations of AI-integrated versus conventional pedagogy, and deeper ethical analyses of AI in creative education. These findings aim to inform educators and policymakers seeking responsible, pedagogically sound integration of AI into photography curricula.

Keywords: Artificial Intelligence, Photography Education, Pedagogy