

FORM AND IMAGINATION: EXPLORING AI-ASSISTED VISUAL CREATION IN ART EDUCATION

Assoc. Prof. Dr. Adriana Micu

Technical University of Iași, **Romania**

ABSTRACT

This study introduces an experimental approach to integrating artificial intelligence into early-stage architectural education. Within the *Study of Form and Representation* course, first-year students generated images from textual prompts using AI tools, then reinterpreted them through 2D renderings and collaborative 3D model construction. The process encouraged creativity, critical thinking, aesthetic judgment, and the transformation of digital concepts into tangible forms.

The paper situates this practice in the ongoing debate on AI and creativity, addressing questions of authorship, authenticity, and human–machine collaboration. While AI lacks the intentionality of human creativity, its ability to produce novel and valuable visual suggestions functioned as a catalyst for exploration rather than a substitute for originality.

Results reveal diverse formal interpretations, enhanced visual literacy, and strengthened spatial reasoning. Students maintained agency over creative decisions, using AI as inspiration within a structured, reflective workflow. The study concludes that AI can serve as a constructive partner in creative pedagogy, expanding the possibilities of traditional studio practice and equipping students for a future where digital and human intelligences intersect.

Keywords: Artificial Intelligence, Art Education, Human–Machine Collaboration, Creative Pedagogy, Architecture

INTRODUCTION

The emergence and rapid development of artificial intelligence (AI), and its application in art education and creative development, present a disruptive innovation transforming all forms of creative expression, both in visual arts and beyond. AI-generated artistic content allows machines to create art in diverse ways, enhance existing works, and even simulate entire atmospheres — for instance, architectural proposals integrated within various environments and materials. This raises fundamental questions: What do we value as architecturally feasible and worthy? What are the compositional and expressive limits of AI-generated images? How do these images support educational processes in university environments where art is integrated into design disciplines, such as architecture faculties? What is the impact on human creative capacities, and what ethical and conceptual issues arise regarding machine-generated artifacts?

MATERIALS AND METHODS.

This section presents various perspectives on AI-related issues, such as:

- To what extent can AI-generated content be considered creative?

- How is creativity defined?