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Influence of AI and Digital Media Trends, Algorithms and Big Data on Agenda Setting and Narrative Building of Media Students: A Case Study of Universities in Islamabad

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Abstract
The purpose of this research is to survey the influence of AI and Digital Media trends, algorithms and bigdata on media studies students in Islamabad Universities including NUST, NUML, AIOU, FAUST, FJWU and Bahria University while analysing shift in Agenda Setting and narrative building. Two research questions and three research hypotheses led the study. Uses and gratification theory is used in this deductive research. To accomplish this, Quantitative and the descriptive survey research design is employed. The study focused on undergraduate, masters and doctoral students of Media studies, Mass Communication and Journalism in Islamabad Universities. The stratified sampling technique is utilized to select a sample of 200 students. Likert Type Rating Scale Questionnaire is employed to assemble data from the students. Descriptive statistics of male and female counts and percentage is utilized to scrutinize the demographic statistics. The study's conclusions shed light on how new technologies particularly artificial intelligence (AI), digital media trends, algorithms, and big data are changing the theoretical and practical frameworks that media students in Islamabad use to set agendas and create stories. The study's local focus offers contextually pertinent insights into how Pakistani media students understand and assimilate worldwide digital trends. Research findings revealed that Pakistan's distinct cultural, political, and economic characteristics such as differences in internet access, laws governing the media, and sociopolitical sensitivities modify the impact of artificial intelligence and digital trends in subtle ways. Through their narrative practices, students actively negotiate, adapt, and occasionally oppose the forces of digital influence rather than being passive recipients of it.

Keywords: AI, Digital Media, Trends, Algorithms, Bigdata, Agenda Setting, Narrative Building, Media Students

Introduction

This specific research study aims to survey the influence of AI and Digital Media trends, algorithms and bigdata on media studies students in Islamabad Universities while analysing shift in Agenda Setting and narrative building. In this modern era of information explosion as a result of worldwide tech competition especially among US-China in Chat GPT and DeepSeeks forms, Media students in the capital of Pakistan are utilizing them in different intensities for different purposes in different ways and it has reached high levels. The Digital

media and AI websites, applications, and plat forms for them are increasing every passing day. This explosion or expansion of digital media and AI has led to extend the use of digital media and AI by the students. The researcher will attempt to find the relationship between the given variables and the influence of AI and Digital Media trends, algorithms and bigdata on media studies students in Islamabad Universities while analysing shift in Agenda Setting and narrative building.

Background Terms Definitions:

Artificial intelligence: AI is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy. (Cole Stryker, 2024)

Digital Media: Unlike traditional media, digital media is transmitted as digital data, which at its simplest involves digital cables or satellites sending binary signals — 0s and 1s — to devices that translate them into audio, video, graphics, text, and more. Anytime you use your computer, tablet, or cellphone, opening web-based systems and apps, you're consuming digital media. Digital media might come in the form of videos, articles, advertisements, music, podcasts, audiobooks, virtual reality, or digital art. (Maryville, 2020)
Digital media can be defined as "digitized content that can be transmitted over the internet or computer networks" (Sikarwar, 2016).

Trends: Social media trends refer to the constantly changing behaviors and topics that are popular on social media. (Social Bee, 2019)
Algorithms: A social media algorithm is a set of computational rules and procedures used by social media platforms to sort, prioritize, and deliver content to users. (Emplifi, 2020)
Big data: It refers to extremely large and complex data sets that cannot be easily managed or analyzed with traditional data processing tools, particularly spreadsheets. (Oracle, 2023)
Agenda setting: It is an idea that what the public thinks about is set by the media. The agenda setting theory was first introduced. (Dr. Maxwell McCombs)
Media Narrative: A media narrative is the overarching story or theme that is constructed by media outlets to shape public perception and understanding of events or issues.

Statement of the Problem

These days, media students are heavily exposed to AI and digital media. For media students, the use of AI and digital media has both beneficial and detrimental implications. Students studying media may be exposed to false information and fake news, deepfakes created by AI, inaccurate big data, and pre-planned phony advertising campaigns that raise algorithms and produce phony data and content. These two opposing viewpoints the positive (head) and the negative (tale) also rely on media students. For certain media students, what is beneficial could be detrimental. These days, media students are heavily exposed to AI and digital media. For media students, the use of AI and digital media has both beneficial and detrimental implications. Students studying media may be exposed to false information and fake news, deepfakes created by AI, inaccurate big data, and pre-planned phony advertising campaigns that raise algorithms and produce phony data and content. These two opposing viewpoints—the positive (head) and the negative (tale)—also rely on media students. For certain media students, what is beneficial could be detrimental.

Objectives

1. To determine portrayal, utilization and absorption of the influence of AI and Digital Media trends, algorithms and bigdata on media studies students in

Islamabad Universities while analysing shift in Agenda Setting and narrative building.
2. To find out by what Methodologies of AI and Digital Media use among Media Students.
3. To find out the theoretical and practical contribution of Digital Media and AI trends, algorithms and bigdata for media pupils enrolled in Islamabad Universities.
4. To seek the exposure of media students towards the AI and its effects.

Research questions

i. Do Media students use AI & Digital Media?
ii. Is there any association between using AI - Digital Media and Agenda Setting – Narrative Building?
iii. To check the intensity of AI and Digital Media Influence on Media Students.
iv. To find out the dimensions in which AI and digital media can cultivate media students narratives and agenda.

Significance of the study

This study advances academic theory and research as well as practical applications in the media sector. This is a unique study that reveals the impact of integrating computational communication in academia and the media industry. The knowledge of media students, educators, professors, AI professionals, big data specialists, agenda-setting editors, and policy developers is greatly aided by this research. The study helps professionals, experts, and media students understand all the potential impacts of digital media and artificial intelligence on media students' agenda-setting and narrative-building. For specialists and professionals in digital media, artificial intelligence, policy formulation, agenda setting, and narrative construction, this type of research is crucial since it will inform them of the potential advantages and disadvantages of digital media and AI. This study gives university-level media students the ability to understand the benefits and drawbacks of using digital networks and artificial intelligence in their coursework and professional lives. Media In the upcoming chapters, educators, professionals, experts, and students will also be able to learn about the various digital media platforms and the integration and influence of artificial intelligence platforms. For students, instructors, and researchers working on related projects, this study provides essential information. The knowledge of people who are already familiar with digital media, artificial intelligence, big data, algorithms, and narrative construction is examined in this study.

Hypothesis

1. Media students in academia and industry benefit from the use of AI and digital media.
2. AI and digital media are used more frequently, which saves time and wins news races.
3. Students' academic performance is positively impacted by using AI websites.

Limitations and delimitations

This study is limited to the time restraints, data collected and resources required preceding this research procedure.

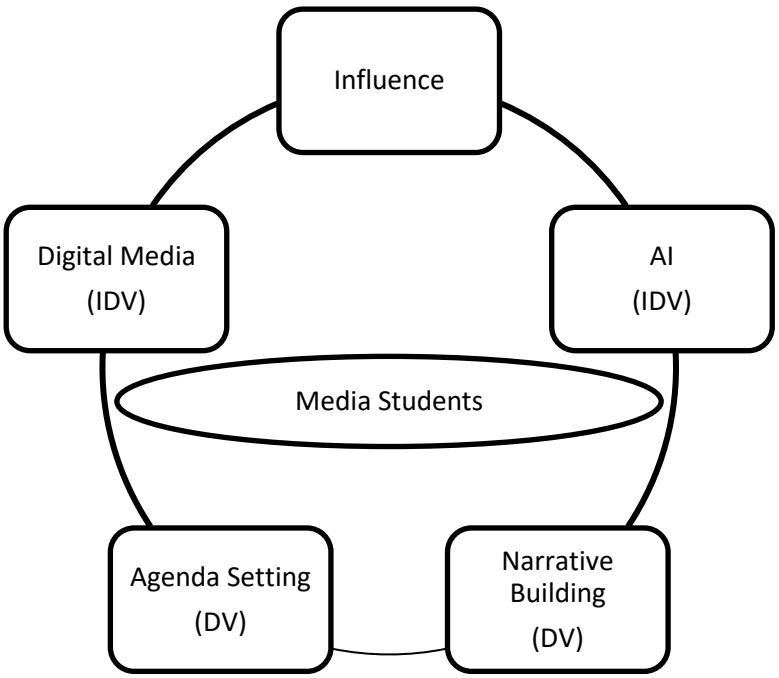
Literature Review

Data visualization is another application of artificial intelligence. Since AI is merely a tool to create faster, more accurate images, there isn't much harm when the source of the data is acknowledged and there are no restrictions on its use (media frequently use publically available data). (Nasir et al., 2024)

The tool is worth mentioning, if not required. Assigning the designer of the artificial intelligence system complete or shared authorship of exploitation rights is currently more than just a possibility. (Hussain, 2022) The principles of copyright law state that whenever there is adequate human involvement and skill in the creation of a derivative work, the newly produced output should be assigned in the name of the author or the legal entity (usually a company) that organized and created the collective work, including media. In general, there are no significant legal issues with any artificial intelligence-based data analysis techniques. (Munir, 2018)

We believe that future artificial intelligence training materials for journalists should include modules or courses on copyright, intellectual property, and writers' rights (Lopezosa et al., 2023). It's a widely held belief that artificial intelligence can be used to avoid monotonous, mundane jobs like transcription. Other features can be added, such as automatic headline recommendations, which are built into Content Management Systems (CMS) that are licensed to media companies whose output is their intellectual property. Later on, headlines can also be tried. In order to adjust their professional practices to artificial intelligence, certain media have begun revising their style guides. As usual, Wired has been among the first, and in 20232, a Spanish-language version was also released. The completely automatic creation of news from raw data is a completely different topic. Up until now, it has been employed rather effectively for news of the day that is primarily based on data, such corporate earnings, sports outcomes, or election results—areas where Associated Press, for example, specifically uses AI. Additionally, it can assist in creating lists of video shots or summaries. At least since 2014, it has become a fairly standard practice in the media. However, artificial intelligence has demonstrated its limitations for more intricate procedures. For instance, when numerous errors were found, Gannett decided to stop utilizing artificial intelligence to create sports features in September 2023. One of the primary tasks that scientific and professional literature have identified as being especially helpful to journalists is fact-checking news content. This is an essential task that should be carried out throughout the entire process, but the results have been mixed thus far because sources are not always correctly identified (Cuartielles et al., 2023).

Model



Variables

Independent Variables (IVs):

1. **Artificial Intelligence (AI)**
2. **Digital Media Trends**
3. **Algorithms**
4. **Big Data**

Dependent Variables (DVs):

1. **Agenda Setting of Media Students**
2. **Narrative Building of Media Students**

Control Variables (Contextual Factors):

1. **University Students (Media Students in Islamabad Universities)**

METHODOLOGY

Topic:
Influence of AI and Digital Media Trends, Algorithms and Big Data on Agenda Setting and Narrative Building of Media Students: A Case Study of Universities in Islamabad

Research design:
This study is based on survey. The researcher design a set of questionnaire related to the research study. The cross-sectional study was conducted as per the requirement of this research.

Population of the study:
The Media Students of Islamabad Universities Including NUST, NUML, AIOU, FAUST, FJWU and Bahria University are the population of the study because of less time. It includes males and females of all media departments.

Sample:
From this research population of Media Students of Islamabad Universities, The sample of 200 pupils is selected for this study from whole population.

Data Collection:
To ensure validity and reliability of the data to maximum level, a well thought out questionnaire is prepared by using Likert Scale. The questionnaire distributed among the media students of Islamabad Universities.

Data Analysis:
After data collection the data is analysed through simple statistical method. The data is operated through simple statistical method and male/female count and percentages is made on the basis of data inserted. Data is analysed through SPSS 22 and then it was changed into below simple statistical method for easy understanding of the readers, scholars and policy makers.

DATA ANALYSIS

A= agree,
SA= strongly agree,
D= disagree,
SD= strongly disagree.

Section 1: AI and Digital Media Trends

1. How often do you use AI tools (e.g., ChatGPT, MidJourney) for academic or creative purposes?

Gender	Daily	Twice or More than Twice a Day	Weekly	Twice or More than Twice a Week	Total
Male Count	24	48	08	20	100
Percentage	12%	24%	04%	10%	50%
Female Count	25	45	12	18	100
Percentage	12.5%	22.5%	06%	09%	50%
Total Count	49	93	20	38	200
Percentage	24.5%	46.5%	10%	19%	100%

Discussion: Approximately half of the media students use AI tools twice or more than twice a day for both academic and creative purposes while rest of the students uses AI tools Daily, weekly and twice or more than twice a week for creative and academic purposes.

2. To what extent do agree or disagree that digital media trends (e.g., short-form videos, memes) influence your content creation process?

Gender	A	SA	D	SD	Total
Male Count	20	60	14	06	100
Percentage	10%	30%	07%	03%	50%
Female Count	18	62	08	12	100
Percentage	09%	31%	04%	06%	50%
Total Count	28	122	22	20	200
Percentage	14%	61%	11%	10%	100%

Discussion: Pupils agrees and strongly agrees that digital media trends influence their content creation process while a small portion of the population is agreed upon the point that social media trends cannot influence their content creation process.

3. Do you agree or decline, AI-generated content is a reliable source of information for media students?

Gender	A	SA	D	SD	Total
Male Count	16	76	06	02	100
Percentage	08%	33%	03%	01%	50%
Female Count	18	74	04	04	100
Percentage	09%	32%	02%	02%	50%
Total Count	34	150	10	06	200
Percentage	17%	75%	05%	03%	100%

Discussion: Unfortunately a large population of the study is agreed upon the stance that AI generated content is a reliable source of information for media students.

4.The rapid evolution of digital media trends impacted your ability to stay updated?

Gender	A	SA	D	SD	Total
Male Count	48	56	03	03	100
Percentage	24%	27%	1.5%	1.5%	50%
Female Count	32	62	04	02	100
Percentage	16%	31%	02%	01%	50%
Total Count	80	118	07	05	350
Percentage	40%	59%	3.5%	2.5%	100%

Discussion: 59% students of journalism departments strongly agrees that the rapid evolution of digital media trends impacted their ability to stay updated, while only 2.5% is strongly disagreed upon the above statement.

5. Do you feel that AI tools have improved your efficiency in content production?

Gender	A	SA	D	SD	Total
Male Count	26	72	02	00	100
Percentage	13%	36%	01%	00%	50%
Female Count	30	68	01	01	100
Percentage	15%	34%	0.5%	0.5%	50%
Total Count	56	140	03	01	200
Percentage	28%	70%	1.5%	0.5%	100%

Discussion: Almost whole of our research population agree and strongly agree that AI tools have improved their efficiency in content production.

6. Do you believe AI tools will dominate the future of media and communication industries?

Gender	A	SA	D	SD	Total
Male Count	28	52	06	04	100
Percentage	14%	26%	03%	02%	50%
Female Count	24	64	08	04	100
Percentage	22%	32%	04%	02%	50%
Total Count	52	116	14	08	200
Percentage	26%	58%	07%	04%	100%

Discussion: Majority believe that AI tools will dominate the future of media and communication industries while minority opposes this point of view.

7. Do you believe digital media trends shape your perception of news and current events?

Gender	A	SA	D	SD	Total
Male Count	20	76	03	01	100
Percentage	10%	38%	1.5%	0.5%	50%
Female Count	11	77	05	07	100
Percentage	5.5%	38.5%	2.5%	3.5%	50%
Total Count	51	152	52	70	200
Percentage	10.5%	76%	26%	35%	100%

Discussion: Seventy Six percent media students strongly believe that digital media trends shape their perception of news and current events while thirty five percent journalism pupils believes that it doesn't shape their perception of news and current events.

8. Do you think AI tools limit your creativity in content creation?

Gender	A	SA	D	SD	Total
Male Count	12	18	40	30	100
Percentage	06%	09%	20%	15%	50%
Female Count	16	04	26	54	100
Percentage	08%	02%	13%	27%	50%
Total Count	28	22	52	84	200
Percentage	14%	11%	33%	42%	100%

Discussion: Based on the respondents feedback it is concluded that AI tools do not limit individuals creativity in content creation.

9. Do you believe that AI has made digital content more personalized for you as a media student?

Gender	A	SA	D	SD	Total
Male Count	24	26	28	22	100
Percentage	12%	13%	14%	11%	50%
Female Count	20	30	24	26	100
Percentage	46%	20%	19%	15%	50%
Total Count	54	56	52	48	200
Percentage	27%	28%	26%	24%	100%

Discussion: The ratio of the respondents is somehow balanced among those who agree and disagree upon the table number 9 question.

Section 2: Algorithms and Big Data

10. Do social media algorithms influence the type of content you see daily?

Gender	A	SA	D	SD	Total
Male Count	16	80	03	01	100
Percentage	08%	40%	1.5%	0.5%	50%
Female Count	15	83	01	01	100
Percentage	7.5%	41.5%	0.5%	0.5%	50%
Total Count	31	163	04	02	200
Percentage	15.5%	81.5%	02%	01%	100%

Discussion: Respondents are agreed upon the strong influence of algorithms on their daily life activities on social media which create filters bubbles for them.

11. Are you aware of and believe of algorithms shaping your online experiences?

Gender	A	SA	D	SD	Total
Male Count	32	56	10	02	100
Percentage	16%	28%	05%	01%	50%
Female Count	20	60	10	08	100
Percentage	10%	30%	05%	04%	50%
Total Count	52	116	20	10	200
Percentage	26%	58%	10%	05%	100%

Discussion: Majority is informed about the digital media algorithms that shape the users online experiences.

12. Do you believe that there's significant role of big data analytics in tailoring content for you?

Gender	A	SA	D	SD	Total
Male Count	60	30	06	04	100
Percentage	30%	15%	03%	02%	50%
Female Count	68	22	02	08	100
Percentage	34%	11%	01%	04%	50%
Total Count	128	42	08	12	200
Percentage	64%	21%	04%	06%	100%

Discussion: Media Students strongly believe that there's significant role of big data analytics in tailoring content for them and other users of the society.

13. Do you feel that algorithms limit your exposure to diverse perspectives?

Gender	A	SA	D	SD	Total
Male Count	24	26	28	22	100
Percentage	12%	13%	14%	11%	50%
Female Count	20	30	24	26	100
Percentage	46%	20%	19%	15%	50%
Total Count	54	56	52	48	200
Percentage	27%	28%	26%	24%	100%

Discussion: This study observed a balanced response of media pupils on algorithms limiting their exposure to diverse perspectives.

14. Do you agree that big data made it easier for you to access relevant information for your studies?

Gender	A	SA	D	SD	Total
Male Count	15	83	01	01	100
Percentage	7.5%	41.5%	0.5%	0.5%	50%
Female Count	16	80	03	01	100
Percentage	08%	40%	1.5%	0.5%	50%
Total Count	31	163	04	02	200
Percentage	15.5%	81.5%	02%	01%	100%

Discussion: Big data made it easier for students to access relevant information for thier studies regarding mass communication, journalism and media.

15. Do you believe algorithms prioritize sensational content over factual information?

Gender	A	SA	DA	SDA	Total
Male Count	21	77	02	00	100
Percentage	10.5%	38.5%	01%	3.5%	50%
Female Count	20	60	10	10	100
Percentage	10%	30%	05%	05%	50%
Total Count	41	137	12	10	200
Percentage	20.5%	78.5%	06%	05%	100%

Discussion: Obviously an algorithmic approach can be the best fit method to prioritize sensational content over factual.

16. Had big data improved the accuracy of information available to you?

Gender	A	SA	D	SD	Total
Male Count	24	26	28	22	100
Percentage	12%	13%	14%	11%	50%
Female Count	22	34	28	16	100
Percentage	11%	17%	14%	08%	50%
Total Count	46	60	56	38	200
Percentage	23%	30%	28%	19%	100%

Discussion: Some pupils agreed upon big data improving the accuracy of information available to them while on the other hand other pupils disagree this statement and believe that big data can leads to miss information, mal information and dis information of the users.

17. Do you feel that algorithms create echo chambers, reinforcing your existing beliefs?

Gender	A	SA	D	SD	Total
Male Count	13	77	06	04	100
Percentage	6.5%	38.5%	03%	02%	50%
Female Count	18	72	07	03	100
Percentage	09%	36%	3.5%	1.5%	50%
Total Count	31	149	13	07	200
Percentage	15.5%	74.5%	6.5%	3.5%	100%

Discussion: Algorithms definitely create echo chambers, reinforcing the existing beliefs of the netizens in different ways while following pre-defined algorithmic approaches.

18. Has big data made you more aware of your digital footprint?

Gender	A	SA	D	SD	Total
Male Count	37	31	12	20	100
Percentage	18.5%	15.5%	06%	10%	50%
Female Count	34	36	16	14	100
Percentage	17%	18%	08%	07%	50%
Total Count	71	77	28	34	350
Percentage	35.5%	38.5%	14%	17%	100%

Discussion: Respondents claims that indeed Bigdata made them more aware of their digital foot prints while some of the population disagree this view.

19. Do you believe algorithms are biased and favor certain types of content?

Gender	A	SA	D	SD	Total
Male Count	40	58	02	00	100
Percentage	20%	28%	01%	00%	50%
Female Count	32	62	04	02	100
Percentage	16%	31%	02%	01%	50%
Total Count	72	120	06	02	350
Percentage	36%	60%	03%	01%	100%

Discussion: Media pupils are well aware about digital media algorithmic bias and always favour certain types of content while very less number has sufficient information regarding the question and dis agree the statement.

Section 3: Agenda Setting and Narrative Building

20. Do you believe AI and digital media trends influence the agenda-setting process in mainstream media?

Gender	A	SA	D	SD	Total
Male Count	22	74	03	01	100
Percentage	11%	37%	1.5%	0.5%	50%
Female Count	10	78	05	07	100
Percentage	5%	38%	2.5%	3.5%	50%
Total Count	32	152	08	08	200
Percentage	16%	76%	04%	04%	100%

Discussion: Strong belief is observed by the study that AI and digital media trends influence the agenda-setting process in mainstream media.

21. Do you accept narratives built by AI-powered tools without critical analysis?

Gender	A	SA	D	SD	Total
Male Count	24	26	28	22	100
Percentage	12%	13%	14%	11%	50%
Female Count	22	34	28	16	100
Percentage	11%	17%	14%	08%	50%
Total Count	46	60	56	38	200
Percentage	23%	30%	28%	19%	100%

Discussion: Balanced response can be observed from the above table regarding narrative building by AI tools without critical analysis.

22. How do you rate digital media trends compare to traditional media in shaping public opinion, in your view?

Gender	A	SA	D	SD	Total
Male Count	30	20	24	26	100
Percentage	15%	10%	12%	23%	50%
Female Count	10	30	40	20	100
Percentage	05%	15%	20%	10%	50%
Total Count	40	50	64	46	200
Percentage	20%	25%	32%	23%	100%

Discussion: The rate to which digital media trends compare to traditional media is shaping public opinion is advanced in comparison to the classical concepts and is shaping public opinion.

23. Do AI tools help you identify biased narratives in the media?

Gender	A	SA	D	SD	Total
Male Count	32	38	18	12	100
Percentage	16%	19%	09%	06%	50%
Female Count	42	28	20	10	100
Percentage	21%	14%	10%	05%	50%
Total Count	74	66	38	22	200
Percentage	37%	33%	19%	11%	100%

Discussion: AI tools help 70 percent of the research population to identify biased narratives in the media while 30 perecent opposes this question.

24. Do you believe big data is used to manipulate public agendas?

Gender	A	SA	D	SD	Total
Male Count	10	82	06	02	100
Percentage	05%	41%	03%	01%	50%
Female Count	13	72	10	05	100
Percentage	6.5%	36%	05%	2.5%	50%
Total Count	23	154	16	07	200
Percentage	11.5%	77%	08%	3.5%	100%

Discussion: Majority of Journalism students of Universities in Islamabad believe that big data is used to manipulate public agendas while a very least number of population deny this statement.

25. Do the narratives promoted by algorithms align with the interests of powerful entities?

Gender	A	SA	D	SD	Total
Male Count	30	56	08	06	100
Percentage	15%	28%	04%	03%	50%
Female Count	34	52	04	10	100
Percentage	17%	26%	02%	05%	50%
Total Count	64	108	12	16	200
Percentage	37%	54%	06%	08%	100%

Discussion: There is still knowledge gap and Media pupils agrees upon the point that still the narratives promoted by algorithms align with the interests of powerful entities.

26. AI tools help you create more impactful narratives for your projects?

Gender	A	SA	D	SD	Total
Male Count	26	24	23	27	100
Percentage	13%	12%	11.5%	13.5%	50%
Female Count	21	42	28	09	100
Percentage	10.5%	21%	14%	4.5%	50%
Total Count	47	66	51	36	200
Percentage	23.5%	33%	25.5%	18%	100%

Discussion: Pupils who are used to AI tools are assisted and they create more impactful narratives for their projects while those who are not to used are still unaware of the use and advantages and do not use it for their projects.

27. Do digital media trends make it harder for you to distinguish between factual and biased narratives?

Gender	A	SA	D	SD	Total
Male Count	30	30	20	20	100
Percentage	15%	15%	10%	10%	50%
Female Count	40	30	16	14	100
Percentage	20%	15%	12%	07%	50%
Total Count	70	74	44	12	200
Percentage	35%	37%	22%	06%	100%

Discussion: This study observed that for majority of media students digital media trends make it harder for them o distinguish between factual and biased narratives.

28. Do you believe AI and big data are reshaping the role of journalists in agenda setting?

Gender	A	SA	D	SD	Total
Male Count	42	38	12	08	100
Percentage	21%	19%	06%	04%	50%
Female Count	28	32	26	14	100
Percentage	14%	16%	13%	07%	50%
Total Count	70	70	38	22	200
Percentage	35%	35%	19%	11%	100%

Discussion: Journalism students believe that both AI and bigdata is reshaping the role of media person's agenda setting domain.

Discussion and Conclusion:

The study's conclusions shed light on how new technologies particularly artificial intelligence (AI), digital media trends, algorithms, and big data are changing the theoretical and practical frameworks that media students in Islamabad use to set agendas and create stories.

Data gathered from students at several Islamabad Universities indicates that social media, streaming services, and news aggregators' platforms powered by algorithms are becoming increasingly important for both news consumption and content production. This is consistent with global trends, where digital platforms determine the ideas that become popular in public debate in addition to dictating the exposure of information (McCombs & Shaw, 1972; Pariser, 2011). Algorithmic literacy and trend analysis are now considered critical abilities in media education, challenging the conventional educational paradigms that prioritize editorial judgment and gatekeeping. Nonetheless, students expressed serious concerns about the moral and imaginative ramifications of integrating AI. Fears about authenticity, originality, and manipulation surfaced as a major source of unease, as did the hazy distinction between human creation and machine-generated content.

The study also discovered that big data has a slight yet significant influence on the development of narratives. Students frequently monitor audience engagement indicators, including as likes, shares, watch duration, and click-through rates, in order to determine which content to promote or create. Despite its practicality, this data-centric strategy runs the risk of reducing the thematic diversity of tales, promoting adherence to trending subjects, and discouraging opposing or alternative points of view. Students may therefore place a higher priority on Virality than on value, which would limit the opportunity for critical or investigative journalism.

To sum up, this study demonstrates the significant impact that AI, digital media trends, algorithms, and big data have on media students' agenda-setting and narrative-building processes. These technologies provide professional, ethical, and pedagogical problems in addition to previously unheard-of chances for creativity and involvement. Academic institutions must reconsider their approach in order to train future journalists and media professionals. They must make sure that students are not only proficient in technology but also critically aware of the socio-political ramifications of the digital tools they use.

Recommendations and Suggestions

1. Analyze the effects of AI-driven algorithms on the media consumption habits of Islamabad University students.
2. Find out how knowledgeable media students are about agenda-setting and how it influences their content creation.
3. Consider the ethical implications of using AI and big data in the creation and consumption of media by college students.
4. Examine how filter bubbles limit media students' access to diverse viewpoints and critical thinking.
5. Develop educational programs to help students better understand how AI and big data impact media production and consumption.

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