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AIGC Empowerment of Film and Television Advertising Animation Creation and Coordinated Development of Sichuan's Animation Industry

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Abstract: *Against the context of the profound penetration of digital and intelligent technologies into the cultural and creative industries, generative artificial intelligence (AIGC) is redefining the creative process of film and television advertising animation and continuously influencing the institutional evolution of college animation education and the development of regional animation industries. Compared with existing research focusing on improving technical efficiency or applying tools, this paper, from the perspective of collaboration between education and industry, pays particular attention to the structural changes brought about by AIGC's involvement in film and television advertising animation creation, including creative methods, teaching organization forms, and talent cultivation mechanisms. Based on the theory of human-machine collaboration and the methodology of visual communication design, combined with the teaching practice of film and television advertising animation carried out by Sichuan Technology and Business University under the background of industry-education integration, this paper systematically sorts out the application forms of AIGC in key links such as concept generation, visual setting, and storyboard organization, and focuses on analyzing the operational logic and practical effectiveness of the "two-way flow of teachers and enterprises" mechanism in project-driven teaching. Research suggests that by expanding the space for creative generation, AIGC gradually shifts the creation of film and television advertising animations from a technical execution-oriented approach to a strategic judgment-oriented one. At the educational level, embedding real projects into the curriculum system and supporting it with the practical mobility of teachers in enterprises can help enhance the matching degree between the cultivation of animation talents and the demands of the regional animation industry. The relevant research conclusions can provide a practically significant reference path for local colleges and universities to promote the reform of animation education and the coordinated development of the animation industry and also respond to the requirements of SDG 4 (Quality Education) by optimizing talent cultivation systems and promoting industry-education integration.*

Keywords: AIGC; Film and Television Advertising Animation; Human-Machine Collaboration; Integration of Industry and Education; Sichuan Animation Industry; SDG 4

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1. Introduction

As an important medium connecting cultural communication and commercial communication, film and television advertising animation has dual attributes of artistic expression and market

orientation. With the maturity of new media platforms and the short-video dissemination environment, the application scope of animation in advertising communication is constantly expanding, and its visual expression methods, narrative rhythms, and aesthetic styles are showing a highly diversified trend. Meanwhile, the industrialization level of the animation production process is continuously improving, which puts forward higher requirements for creative efficiency and content update speed.

It is evident that SDG 4 (Quality Education) is among the fundamental objectives of the Agenda Sustainable Development proposed by the United Nations, which presupposes the necessity to guarantee inclusive and equitable high-quality education and provide access to lifelong learning opportunities to all people (United Nations, 2015). To the animation industry, which is one of the major components of the cultural and creative industry, the synchronized growth of learning and industry is a significant exercise to address SDG 4. In particular, SDG 4.3 stipulates providing all women and men with equal access to affordable and quality technical, vocational, and tertiary education by 2030; SDG 4.4 focuses on the development of the skills of youth and adults to work, have a decent job, and be entrepreneurial (United Nations, 2015). These goals are very much in line with the research of AIGC that enabled the creation of animation of film and television advertising and the development of the integration of the animation industry in Sichuan. It is responsive to the needs of SDG 4, through talent cultivation model optimization of animation majors in colleges and universities, enhancing the relationship between education and industry and practical and innovative skills of talents to offer high-quality human resources support of sustainable development of the regional animation industry.

This paper sets two core research objectives (RO) and one key research question (RQ) to clearly define the core research direction and expected outcomes: RO1 is to systematically sort out the application forms and human-machine collaboration logic of AIGC in the key links of film and television advertising animation creation, and reveal the essential changes of creative mode driven by AIGC; RO2 is to explore the practical mechanism of AIGC empowering the integration of Sichuan's animation education and industrial development based on the teaching practice of Sichuan Technology and Business University; RQ is how to construct a replicable industry-education collaboration model for regional animation industries by relying on AIGC technology and institutional design such as the "two-way flow of teachers and enterprises", so as to improve the matching degree between talent cultivation and industrial demand and realize the coordinated development of animation education and industry.

It is against this context that generative artificial intelligence has slowly made its way into the artistic domain of film and television animation of advertisements. In comparison with the functional positioning of the conventional digital tools focused on supporting production, AIGC, with the experience of massive data processing, can automatically produce text, images, and moving images which has revolutionized the phase of early concept development of animation production. According to relevant research, the production logic of the visual design is being transformed by the introduction of generative technology, making creators no longer an exclusive executive but more of a strategic decision-maker (Zhao, 2024). As an illustration, AIGC is capable of producing numerous creative drafts in response to text prompts, which assists creators in overcoming the shortcomings of the old classic approach of single-line conception.

On the industrial level, the animation industry in China has experienced steadily stable growth in the recent years and the characteristics of its formation in the region have become more pronounced. As an important animation industry cluster in Southwest China, Sichuan, relying on its university resources and local cultural advantages, has gradually formed an industrial structure mainly composed of film and television animation, advertising animation, and digital content services. However, compared with the eastern coastal areas, the animation industry in Sichuan still has certain deficiencies in originality, talent structure, and industrial collaboration mechanisms. The rationalization of the industrial structure can make it easier for highly skilled labor to integrate into innovative technology-intensive industries and benefit more from the development of artificial intelligence. How to explore a development path that conforms to regional characteristics under the background of technological change has become an urgent issue that the animation industry in Sichuan needs to respond to at present.

At the academic research level, domestic discussions on AIGC mostly focus on technical principles or macro industrial impacts, with relatively insufficient attention paid to its methodological significance in specific creative processes. For example, Guan (2025) explored the innovation of AIGC in IP design course teaching, but lacked connection with regional industrial practice; Liu (2023) analyzed the application of AIGC video generation technology in digital media design, but did not involve the collaborative development of education and industry; Ji et al. (2024) evaluated the factors influencing the acceptance of AIGC-assisted design courses, but lacked empirical analysis combined with regional industries. In particular, there is a lack of empirical research combined with animation education and regional industrial practices (Wu, 2025). Based on this, this paper attempts to start from the actual needs of film and television advertising animation creation, introduce the theoretical perspectives of design art and visual communication design, analyze the human-machine collaborative model formed after AIGC's intervention in the creative process, and explore the path of AIGC empowering the development of the regional animation industry in combination with the school-enterprise collaborative teaching practice of Sichuan universities.

2. Theoretical Basis of AIGC's Involvement in the Creation of Film and Television Advertising Animation

2.1 Design Characteristics of Generative Artificial Intelligence

Generative artificial intelligence is not a single technology, but a technical system composed of deep learning models, generative models, and big data training mechanisms. Compared with previous digital tools that relied on manual input and parameter control, AIGC can automatically generate visual content with certain style characteristics based on text prompts or sample data. This capability transforms the design process into a less deterministic operation and more probabilistic generation, which gives more room to be creative.

Regarding the area of design studies, the main value of AIGC is not to deprive creators, but to broaden the scope of possibilities of creative generation. The formal logic of the visual representation of new media art should be translated into a computational logic in the context of artificial intelligence, so that machines are able to comprehend and accomplish design work. This change is somehow one of the abstract and intuitive ideas to be rational and concrete. Visual communication design is shifting into strategy-based and no longer form-based. The work of designers is no longer reduced to the visual representation itself but involves a choice and combination of a variety of solutions. It is specifically the large number of candidate solutions that are produced by AIGC that is contributing to this transformation.

2.2 The Creative Logic of Film and Television Advertising Animations

Advertising animations in the movies and television are different and their creation process is focused on the aim which is communication of the brands. In the conventional production method, animation creation typically passes through phases that include planning, scriptwriting, storyboarding, visual design, animation production, and post-production compositing; and there is a linear relationship between these phases. Although this approach is able to provide stability in the work, issues like the lack of space to develop creativity and the significant expenses of the initial decision-making are likely to appear.

The studies in design art focus on meaning construction in the creation process, as they believe that visual works are not the combinations of forms but the complex constructions of the information, storytelling, and emotion. Within this theory, the animation of film and television advertising can be considered a dynamic visual language, and its usefulness lies in the accurate understanding of brand meaning and audience psychology in the course of the creative process. AIGC facilitates this process of language construction by being able to confirm the correctness of the latter with a variety of visual solutions at the initial stage, which decreases the cost of trial and error. Indicatively, during the visual setting phase, AIGC has the ability to produce various style schemes, which are determined by brand positioning, to assist creators in being fast to settle in the most appropriate visual path.

2.3 Review of Relevant Research

In recent years, domestic scholars have turned their attention to the impact of artificial intelligence on animation and visual design. Wang, Z. Y. (2025) analyzed the evolving trends in animation creation from the perspective of the technological context, noting that artificial intelligence technology facilitates the transformation of animation models, yet most of these scholarly inquiries remain at a macro level (Du & Zhang, 2026).

In contrast, research on the specific involvement of AIGC in the animation process of film and television advertisements still needs to be deepened. For example, Wu (2025) compared the narrative expressions of AIGC and traditional animation through case studies, but did not involve the integration of education and industry; Yue & Mei (2024) explored the reform of digital media teaching under the background of AIGC, but lacked analysis of regional industrial characteristics; Ji, Q. N. (2025) explored AI animation's integration of traditional culture, but did not discuss the collaborative mechanism between education and industry. Especially in the systematic analysis of teaching practice and regional industrial collaboration, it is still insufficient (Cui, 2025). Based on this, this paper attempts to incorporate the application of technology, creative methods, and industrial practice into the same research framework.

3. Practical Forms of AIGC's Participation in the Creation Process of Film and Television Advertising Animations

3.1 Concept Generation: From Single - Line Conception to Multi - Scheme Parallel Implementation

In traditional film and television advertising animation creation, concept generation usually relies on the personal experience of the creator and team discussions, and the results are often presented in the form of sketches, written scripts, or mood boards. Although this approach helps maintain the integrity of creativity, it is also easily restricted by time costs and individual perspectives. The intervention of AIGC has led to the concept generation stage presenting the feature of multiple schemes running in parallel.

By generating visual drafts through text prompts, creators can obtain multiple composition, color, and style schemes in a relatively short period of time. These plans are not final products but participate in the creative discussion as "visual hypotheses". Relevant research indicates that creative thinking can be understood as a skill that is entirely "human" and cannot be replaced by any artificial intelligence. The value of generative technology in the early conception stage mainly lies in expanding the boundaries of imagination rather than directly replacing artificial creativity. In film and television advertising animations, this multi-scheme parallel mechanism helps to compare different visual strategies at the early stage of the project, thereby reducing the cost of later modifications. For example, in the creation of public service advertisements, AIGC can generate multiple theme expression schemes based on social hot topics, providing a broader thinking space for the creative team.

3.2 Visual Setting Stage: Style Exploration and Judgment Mechanism

Visual setting is a crucial link in film and television advertising animations that carry the brand's temperament and emotional expression. The style of transfer and pattern generation capabilities of AIGC enable designers to experiment with multiple visual languages in a relatively short period of time. Unlike the traditional approach of "determining the style first and then starting production", AIGC supports gradually clarifying the style direction during exploration.

It should be pointed out that style generation does not imply the automation of aesthetic judgment. On the contrary, as the number of available options increases, the importance of design judgment becomes even more prominent. Design activities in a human-machine collaborative environment are essentially about expanding the selection of space through technology and then having humans make value judgments (Zhao, 2024). In film and television advertising animations, creators need to comprehensively consider brand positioning, audience characteristics, and the attributes of the communication medium to screen and integrate the content generated by AIGC, ensuring the stability of the visual style and the effectiveness of communication. For example, when creating advertising animations for young audiences, AIGC can generate trendy visual styles such as flat design and dynamic gradients, and creators can further optimize them according to the brand's core values.

3.3 Storyboard Organization and Rhythm Rehearsal

Film and television advertising animations usually have the characteristics of long duration and dense information. The organization of storyboards and control of rhythm directly affect communication effects. Traditional storyboard design mainly features static images, and the sense of rhythm relies on the creator's experience and judgment. Use of AIGC at this stage allows presentation of dynamic rhythms at an early stage in a more intuitive manner.

Creators can create dynamic storyboards or shot rehearsals that allow for making several rounds of changes to picture transitions and rhythm changes before the actual production. This method has the effect of improving the efficiency of communication besides making creative decisions more visual. The pertinent studies show that the AIGC tools have also helped to achieve greater efficiency of automation and output quality and work efficiency in the aspect of perceived efficiency (Qianling et al., 2024). As an illustration, during the creation of short advertising animations, AIGC is able to replicate the rhythm of the various versions as per the duration of the advertisement that assists creators in picking the most suitable narrative rhythm. Moreover, AIGC is capable of producing the transition effects between the shots automatically, which helps to save the creators the repetitive efforts.

4. Methodology for Creating Film and Television Advertising Animations from the Perspective of Human-Machine Collaboration

4.1 The Circular Mechanism of "Generation - Judgment - Integration"

AIGC involvement in the process of film and television advertising animation production has not established a linear relationship of substitutions but rather has enhanced a circular mechanism of human-machine cooperation. This process can be captured in three steps of; generation - judgment - integration. Firstly, the generation model provides diverse visual solutions. Secondly, the creator makes aesthetic and strategic judgments. Finally, a unified visual expression is formed through manual integration.

This circular mechanism has changed the "one-time decision-making" model in traditional creation, making the creative process more flexible. In the process of technology intervention in artistic production, what is truly irreplaceable is value judgment and meaning construction. AIGC precisely concentrates the judgment of power in the hands of creators by constantly generating candidate solutions. For example, in the creation of brand promotional animations, AIGC generates multiple plot development directions, and creators select the most in line with the brand's communication strategy based on market research results.

4.2 Transformation of the Design Subject Role

In a human-machine collaborative environment, the role of animation creators gradually shifts from executors to strategists. Its core task is no longer to complete the production of a single picture, but to screen, correct, and reorganize the generated content. This change has put forward new ability requirements for animation professionals, that is, they not only need to master technical operations but also possess cross-media understanding ability and visual strategic thinking.

From an educational perspective, this role transformation provides a direction for the reform of animation courses. Through the introduction of generative tools, the teaching emphasis can be shifted that is no longer on the repetitive skill training but on the developing level of creative judgment and complete expression capabilities that help students to be more flexible to the development trend of the industry. For example, in the teaching of animation design courses, teachers can guide students to use AIGC to generate multiple design schemes, and then conduct critical analysis and optimization, thereby improving students' strategic thinking abilities.

4.3 Methodological Significance: From Technology-Oriented to Strategy-Oriented

The introduction of AIGC has gradually made the creation of film and television advertising animations exhibit strategy-oriented characteristics. Animated works are no longer merely the results of technical presentation, but rather a collection of visual strategies centered around communication goals. For example, in the application of AIGC in the Paris Olympics' audio-visual communication, technology serves the strategic goal of cultural communication, which fully reflects the strategy-oriented nature of creation. Additionally, AIGC can analyze audience preferences through big data, helping creators formulate more targeted visual communication strategies.

5. AIGC Collaborative Practice in Sichuan's Animation Industry: A Case of Sichuan Technology and Business University's "Fog Island Shiguang" Project

5.1 The Structural Tension Between Regional Industrial Demands and University Talent Cultivation

From the perspective of industrial structure, enterprises related to animation and film and television advertising in Sichuan are mainly small and medium-sized studios. Their business forms are highly close to market demands, which puts forward relatively high requirements for the practical ability of talents and the speed of technological updates. However, in the traditional teaching mode of animation and digital media-related majors in colleges and universities, course training and simulation projects are often the main focus, and students have relatively insufficient understanding of the real project process, industry norms, and time pressure. The disparity between this "teaching pace" and the "industrial pace" constitutes structural tension in the development of the regional animation industry.

Against this backdrop, the introduction of new technological tools represented by AIGC and their integration into the teaching process through school-enterprise collaboration can help alleviate this tension to a certain extent. Generative tools have lowered some technical barriers, enabling students to be exposed to creative processes that are closer to the real state of the industry within a limited teaching period. Meanwhile, the school-enterprise collaboration mechanism provides institutional guarantees for this process. For example, enterprises can provide real project requirements and technical standards, and colleges and universities can adjust the teaching content and methods accordingly, realizing the organic connection between teaching and industry.

5.2 The Practical Significance of the "Two - Way Flow Between Teachers and Enterprises" Mechanism

The industry-education integration project carried out by Sichuan Technology and Business University and "Wudao Shiguang" is based on the two-way flow mechanism between teachers and enterprises. The core of this mechanism is not the one-way on-campus teaching by enterprises, but rather emphasizes the collaborative participation and complementary roles of teachers and enterprise personnel in the project.

During the project implementation process, enterprise mentors, based on real orders, modularly break down the editing tasks, clarify quality standards and delivery nodes, and directly align the teaching process with industry norms. Teachers within the school systematically absorb the project management experience and technological update achievements of enterprises through on-the-job learning, collaborative management, and teaching transformation, and integrate them into the curriculum system. This two-way flow does not only boost the practical skills of teachers but also means that the problem of school-enterprise cooperation turning into a mere formality will be avoided.

Educationally, the deep involvement of teachers in the enterprise projects will allow them to teach in the classroom with the practical experience instead of the second-hand cases, contributing to the increased practicalism and the professionalism of teaching material. As an illustration, educators that have undergone enterprise projects may bring real projects challenges and solutions to the classroom instructions so that students could have a clearer understanding of the real working conditions.

5.3 Customized Operation Mode of the Project and Teaching Organization Methods

The project of the Fog Island Shiguang Comprehensive Video Editing took a project-adapted operation mode. Its project focuses on actual business requirements. According to their professional orientations and ability groupings, students are partitioned into various groups and collectively tutored by teachers in the campuses and enterprise mentors. This form of grouping not only does the organization of industry teams but also gives the students a definite position of role.

The project is also broken down into three steps at the teaching organization level: centralized training, group practical operation, and outcome acceptance. The centralized training stage focuses on unifying technical standards and work processes. The group practical operation stage emphasizes identifying and solving problems in practice. During the achievement acceptance stage, students' works are evaluated through enterprise standards (Zhou & Mi, 2023). Compared with traditional course assignments, this evaluation method is closer to the actual situation of the industry and is more likely to prompt students to develop a professional awareness. For example, in the outcome acceptance stage, enterprise mentors evaluate students' works from the perspectives of market adaptability and brand communication effect, helping students establish a market-oriented creative concept.

5.4 Functional Positioning of AIGC Tools in the Collaboration Between Teaching and Industry

In this project, AIGC tools are not regarded as a means to replace manual creation, but rather as auxiliary tools to enhance teaching efficiency and expand creative space. On the one hand, generative editing and visual tools help students complete multiple scheme attempts in a short period of time, enabling them to focus more on rhythm judgment and content optimization. On the other hand, enterprise mentors clarify the boundaries of AIGC usage through case studies and one-on-one guidance, preventing students from becoming dependent on the tools.

This mode of use represents the rational location of AIGC, in the association between education and industry: not only is its technological benefit utilized, but the creative subjectivity is not diligenced with the model of institution and teaching. For example, students use AIGC to generate initial visual materials, and then conduct manual refinement and integration according to the project requirements, realizing the organic combination of technology and human creativity.

6. Deepening of AIGC Integration Path in College Animation Education: Dual Perspectives of Education and Industry

6.1 Shift from the Teaching Model of "Course Embedding" to That of "Project-Driven"

Based on the practical experience of Sichuan Technology and Business University, it can be found that AIGC technology is more suitable to be integrated into the teaching system in a project-driven manner rather than existing as an independent course. By introducing real projects into the classroom, students can use generative tools under clear goals and time constraints, thereby understanding their practical value in the complete creative process.

This model changes the order of "learning tools first, then looking for applications" in traditional teaching, but guides students to actively choose and use technical tools through problem-oriented methods, which is more in line with the real working logic of the industry. For example, in the project of creating film and television advertising animations for local enterprises in Sichuan, students use AIGC to solve practical problems such as visual style

positioning and storyboard design, and continuously optimize the tools and methods in the process of completing the project.

6.2 Re-Shaping the Role of Teachers and Building a "Dual-Qualified" Team

In the context of AIGC, the role of university teachers is no longer confined to being knowledge transmitters, but is gradually transforming into project organizers and creative guides. By participating in enterprise projects, teachers can update their technical cognition in a timely manner and understand the new requirements of the industry for the ability structure of talents.

During the implementation of the project, Sichuan Technology and Business University provided institutional guarantees for teachers to continuously participate in industry practice through the form of teacher enterprise practice mobile stations. This mechanism helps to build a stable team of "dual-qualified" teachers and promotes the dynamic connection between teaching content and industrial demands. For example, teachers can learn the latest AIGC application skills and project management methods through on-the-job practice in enterprises, and then integrate them into classroom teaching, improving the practicality and advancement of teaching content.

6.3 Changes in Students' Ability Structure and Improvement in Employment Adaptability

From the perspective of student cultivation effects, the project-driven model helps students establish a complete creative cognitive structure in a relatively short period of time. Students not only mastered specific operational skills but also, more importantly, understood the project process, quality standards, and teamwork methods.

With the assistance of AIGC tools, students can complete the transformation from technical learning to creative judgment more quickly, and their employment adaptability and professional identity will also be enhanced accordingly. This change has positive significance for the talent supply of the regional animation industry. For example, graduates who have participated in project-driven teaching can quickly adapt to the work rhythm of enterprises, use AIGC tools to complete creative tasks efficiently, and meet the practical needs of the regional animation industry.

7. Discussion

Through the analysis of AIGC's participation in the creation process of film and television advertising animations, it can be found that its core value does not lie in replacing manual creation, but in reshaping the organization mode of the creative process. The human-machine collaboration mechanism makes creative exploration more open, but it also places higher demands on the judgment ability of creators.

In the context of responding to SDG 4, the integration of AIGC into animation education and industry collaboration provides a new path for quality education (United Nations, 2015). By optimizing the talent cultivation system, strengthening practical teaching links, and improving the matching degree between talent output and industrial needs, it effectively promotes the achievement of SDG 4's goals of vocational education development and skill enhancement. However, there are still some challenges in the practical process, such as the uneven development level of AIGC technology application in different regions and schools, which may widen the educational gap; the lack of unified standards for the integration of AIGC into teaching, leading to inconsistent teaching quality; and the need to further improve the professional quality of teachers to adapt to the requirements of technological development.

Another problem that can hinder the development of the industry is the problem of copyright recognition of the AI-generated content. The question of how to reconcile technological advancement and copyright protection has become a central problem that should be considered when building the animation industry.

8. Conclusions and Implications for Promotion: Replicable Paths for Industry-Education Collaboration Models in the Context of AIGC

This paper is a research on how AIGC is pragmatically involved in the production of film and television animation advertising and animation training. It systematically analyzes the structural changes brought about by generative artificial intelligence from three aspects: creation methods, teaching models, and regional industrial collaboration. Research shows that AIGC has not weakened the dominant position of animation creators and university teachers. Instead, by expanding the space for creative generation and optimizing the creative process, it has made creative activities and teaching organizations more focused on cultivating aesthetic judgment ability and strategic awareness.

At the creative level, AIGC has transformed the working methods of the early conception and visual setting of film and television advertisement animations, making the parallel operation of multiple schemes gradually become the norm. During this process, the core role of the creator has shifted from the production of single images to the screening, integration, and value judgment of generated content, demonstrating a distinct feature of human-machine collaboration. The creative focus of film and television advertising animation has also shifted from the technical operation level to the overall grasp of communication goals, rhythm control, and visual strategies.

At the level of collaboration between education and industry, taking the industry-education integration practice carried out by Sichuan Technology and Business University in cooperation with regional animation enterprises as an example, it can be seen that the "two-way flow of teachers and enterprises" mechanism plays a significant role in the current reform of animation education. By institutionalizing the arrangement for teachers to enter enterprises to participate in real project practices and systematically converting practical experience into course content and teaching methods, not only has the practical pertinence of teaching content been enhanced, but also to a certain extent, the adaptation period for students from classroom learning to industry practice has been shortened. Meanwhile, by deeply participating in the talent cultivation process, enterprises have achieved the pre-shaping of students' ability structure and professional qualities, avoiding the risk that the integration of industry and education remains at the formal level. This collaborative model also effectively responds to the requirements of SDG 4, promoting the development of quality vocational education and the improvement of talent skills (United Nations, 2015).

Based on the above practical experience, this paper further summarizes three paths with promotion value: First, build project-customized classes with real film and television advertising animation projects as the carrier, directly connecting course teaching with industrial demands; Secondly, by establishing a mechanism for teacher enterprise practice stations, encourage university teachers to continuously participate in industry projects and promote the stable construction of a "dual-qualified" teacher team. Thirdly, in the teaching process, clearly define the auxiliary positioning of AIGC, guiding students to use generative tools reasonably while strengthening their aesthetic judgment ability and creative strategy awareness.

Overall, AIGC offers a new opportunity for the coordinated development of regional animation industries and animation education in colleges and universities. However, its actual effectiveness still depends on reasonable institutional design and teaching organization methods.

9. Future Research Directions

Future research can further verify the sustainability and promotion value of the AIGC-enabled industry-education integration model within a larger sample range through quantitative analysis and long-term tracking. It can also explore the impact of AIGC on the ethical and moral issues in animation creation and education, such as copyright disputes and creative originality identification. In addition, combined with the global development trend of SDG 4, cross-border comparative research can be carried out to explore the differences and commonalities of AIGC application in animation education and industry collaboration in different countries and regions, so as to provide more comprehensive reference for the global animation industry and education development. Furthermore, future research can also focus on the application of AIGC in the inheritance and innovation of traditional culture in animation creation, exploring how to better integrate regional cultural elements into animation works through generative technology.

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Conflict of Interest
This study was designed and conducted in the absence of any conflicts of interest.

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