Article

AI-Empowered Reform of University Event Planning Courses: Theory and Practice

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Abstract: As a core course for students majoring in planning, the event planning course aims to cultivate students' creative, planning, communication, implementation and matching skills related to job market activity planning positions. However, in the face of the strong impact of AI on different industries in the market, different knowledge points taught in traditional planning courses are being directly replaced by different AI tools. The purpose of this paper is to systematically explore how artificial intelligence can empower the activity planning course in colleges and universities to carry out the whole chain reform before, during and after class. This paper first traces and combs the theoretical basis of pedagogy that supports this round of reform in the AI era. Then, the whole process AI integration scenario from curriculum design, content generation, interactive teaching to intelligent evaluation is constructed. On this basis, this paper deeply analyzes the core challenges in the process of teaching reform. Finally, this paper looks forward to the future form of activity planning education. The purpose of this study is to provide a set of curriculum reform reference with both theoretical depth and practice for educators in related majors in colleges and universities.

Keywords: event planning; curriculum reform; generative AI; constructivism; experiential learning; human-machine collaboration

1. Introduction

1.1. Research Background and Contemporary Significance

Because since 2023, generative AI on large language model (LLM) and multimodal model has been a fundamental productivity tool in the field of knowledge production, creativity generation, and automation of workflow. This AI revolution has been disruptive in the world of event planning. The activities that used to take teams several weeks to do market research, brainstorm, write proposals, come up with visual designs, promote them through media and set budgets are now performed by AI with much more efficiency, scale, and scope. AI is not just an instrument of information retrieval and content generation, but it can also be utilized as a strategic analyst, creative partner, project manager, and virtual assistant.

Conventional university event-planning classes tend to depend on lecture-based study of the set theories, case studies, and minimal campus-based practice and the rate at which content changes are made is significantly slower compared to the speed of technological change in industry. Thus, there is a possibility that a part of the knowledge and skill acquired by students during a university education may have become obsolete by the time of graduation. Conventional courses, as an example, will focus on writing style and structure of manually created planning proposals. However, since AI can create a well-structured and detailed first draft in seconds, the course has to switch its focus on the issue of how to write to the issue of how to create high-quality prompts, how to critically evaluate and improve AI outputs, and how to spend the free time and energy provided by AI on more important work in terms of strategy, creativity and social interaction.

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Then, the promotion of AI-based transformation of the courses offered by event planners is no longer a matter of whether the reform should be implemented or not but how it could be successfully implemented. It is not merely about adding a number of AI tools but rather it is a radical change in the realm of fundamental educational principles which includes educational philosophy, goals of instruction, course content, instructional methods, assessment systems as well as the relationship between teachers and students. The main aim of this reform is to develop a new generation of event-planners that will be able to use AI tools, work successfully with AI, and be competitive in a new human-AI symbiotic ecosystem. In the context of these trends, the current research aims to offer theoretical background, practical guidance, and future-oriented insight into such an unavoidable shift in education.

1.2. Research Questions and Structure of the Paper

In order to systematically respond to the issues and opportunities presented above, this research work will consider the following fundamental questions: Theoretical basis: On what basis (in terms of pedagogy and communication theory) can the AI-empowered reform of event-planning classes be grounded? Practice: In what way have the major educational establishments worldwide implemented AI technologies into event planning and associated courses, and how does this fit into the overall stages of teaching? Issues and solutions: What are some typical challenges of implementing an AI-empowered teaching reform, and what systematic framework may be created to overcome them? Outlook for the future: In 2026, where is the future of event-planning education heading?

The report is organized around these questions as follows:

The second section discusses the way in which constructivist learning theory, experiential learning theory, human-machine collaborative learning theory, and similar views contribute to a theoretical foundation of AI-empowered curriculum reform. The third section evaluates and discusses various examples of more recent attempts by universities and individual lecturers in China and elsewhere to incorporate AI into classes that are concerned with event planning. The fourth section is a critical analysis of the challenges facing teaching reform, suggesting multi-dimensional solutions to those problems, and making some predictions about the future of the event-planning education.

2. Theoretical Review: Theoretical Foundations of AI-Empowered Curriculum Reform

Theoretical basis should be strong in the context of educational reform. In this part, the author revises and explains three major theoretical foundations underlying the AI-enabled reform of the course of events planning, as well as some other related theories in order to create a conceptual framework of this change.

2.1. Paradigm Shift: From Knowledge Transmission to Meaning Construction

Conventional event planning education has mostly been based on a knowledge-transmission approach: instructors, viewed as knowledgeable sources of information, are supposed to transmit knowledge about theories, procedures, and experience to learners with the help of lectures and other demonstrations, whereas learners are seen as passive receivers. With the advent of the age of AI and its information overload and fast rates of knowledge depreciation, the drawbacks of the model have come into focus more and more. AI has radically shifted the level at which simple knowledge and standardized processes can be gained, the significance of mere memorization and reproduction have gone down to nearly nothing. The reform of the curriculum should thus be implemented in the AI-empowered paradigm of teaching, moving away from the traditional paradigm of knowledge transmission to the paradigm of meaning construction. The purpose of education is not to ensure that students acquire a particular body of knowledge but to develop their capacity to take advantage of every possible resource, including AI, to investigate actively, discover issues, incorporate resources, invent solutions, and along the way, build their unique personal and dynamic knowledge systems and capabilities [1].

2.2. Digital Reconfiguration of Constructivist Learning Theory

Constructivist Learning Theory is also one of the main theoretical underpinnings of this curriculum change. It assumes that learning does not involve passive acquisition of information, but that it is an active process in which learners develop their own cognitive structure by interacting with the external environment and socially negotiating. The theory highlights the concept of learner agency, the centrality of context and the generative quality of knowledge [2]. In the age of AI, such traditionalist views of constructivism have gained more technological backing than ever before and are being transformed digitally to an unprecedented extent.

AI as Cognitive Scaffolding: On an event-planning course, a challenging activity like planning a new product launch at a tech company may place too much of a cognitive burden on novices. AI may be utilised as a form of cognitive scaffolding; in these situations. Initially, students can submit an initial idea to AI, which will subsequently create supporting material on the fly based on what they say and develop a rough planning proposal that includes market research, target-audience profiles, fundamental creative ideas, event procedures, and a preliminary budget [3]. This is not a final solution, but a framework upon which the student can build his further thoughts. They have to analyze it critically: Is the market analysis detailed enough? Is the target-audience profile correct? Is the creative concept consistent with the brand identity? Is the budget sensible? Through the process of deconstruction, critique, revision and reorganization of AI generated materials, students complete a learning cycle of autonomous acquisition of knowledge.

Constructivism is a paradigm that focuses on situated learning. It used to be expensive to create real and various event-planning situations in the past. Currently, AI has the capability to dynamically produce very personalized planning assignments and background materials depending on the tastes of individual students or groups, like sports, art shows, community services projects. AI may also be used as an untiring intelligent tutoring system, whereby it gives a focused explanation, example reference and conceptual prompt to particular problems faced by students when undertaking the planning process including but not limited to: What is the recommended approach when developing an emergency response plan to this music festival? This enables truly personified education paths and responsive learning settings.

2.3. Immersive Extension of Experiential Learning Theory

Event planning is an intensely practice-oriented discipline, and remaining at the level of theory and written proposals is far from sufficient. David Kolb's Experiential Learning Theory provides important theoretical guidance in this regard. The theory proposes a well-known learning cycle: "Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation" [4]. In other words, learners acquire knowledge through practice and participation in real or simulated situations. The integration of AI has greatly enriched and deepened every stage of this cycle.

Virtualization and Augmentation of Concrete Experience: The conventional methods of teaching provide pupils with limited opportunities to engage in concrete experiences through internships or campus activities; the chances are few, and the penalty of trial and error is significant. AI, coupled with VR/AR technologies can currently develop extremely realistic virtual event sites. Students may act as an event manager in a virtual environment responding to emergencies created by AI, e.g., the arrival of a key guest later than expected, unexpected failure of equipment, or the loss of control over the audience. Not only do these immersive experiences become safe and inexpensive, they can also be repeated, thus increasing significantly the scope and depth of the students cumulative concrete experience.

The Data-driven Reflective Observation: A post-virtual event AI can give a thorough data-analysis report with a significant support of the reflective observation stage. The report might contain quantitative values including the movement paths of virtual participants, interaction hotspots, satisfaction levels, and social-media sentiment analysis

as well as the decision path of a student, response time and efficiency of mobilizing resources to respond to unexpected situations. The students will then be able to perform deep review and reflection with the help of objective data instead of general impressions: Why that booth was the least attractive? Was the decision made in the crisis situation optimal? What alternative was suggested by the AI?

2.4. A New Normal in Teaching through Human-Machine Collaboration

Assuming that constructivism and experiential learning account for the question of how AI can enhance the learning process of students, Human-Machine Collaboration Theory and the associated theory of Distributed Cognition imply the question of what people need to learn and how they ought to learn in the age of AI. The central premise behind these theories is that more intricate tasks will be performed collaboratively by humans and intelligent agents with both bringing their own strengths to the table and the other compensating them [5]. Cognition has thus been extended beyond the human mind to a wider system consisting of people, AI instruments, and the environment around them.

The inference of the event-planner curriculum change may be summed up as follows: its main aim must not be in training students to outperform AI as a proposal writer machine or information retriever, but rather to develop them into competent AI conductors, AI creative partners, and AI system managers.

Reassignment of Roles: Executor to Strategist: In a human-machine collaboration model, it is not necessary anymore that students should use most of their learning time on the tedious detail work of execution, like formatting PowerPoint slides or writing press releases word by word since AI can do these tasks successfully. The role of students is taken to a new level whereby they have to identify the problem, state the objectives, create high quality prompts, assess and integrate various types of AI generated knowledge, make final strategic choices and be responsible in the sphere of interpersonal communication and emotional support, which AI cannot provide yet. This means that the course materials should contain significantly more information regarding how to work with AI productively, such as prompt engineering, AI ethics, and determining and assessing AI-generated materials.

Capability Reconstruction: The Increasing Significance of Higher-Order Thinking: With AI taking care of most of the repetitive and patterned mental labor, the relative strength of humans is shifting towards higher-order thinking.

Critical Thinking: Questioning AI's assumptions and identifying bias, fallacies, and limitations in AI-generated content.

Systems Thinking is the integration of disjointed concepts and pieces of information produced by AI into a logical and well-considered plan of action in an event.

Creative Thinking: Coming up with real surprise and disruptive thoughts that go beyond the usual choices given by AI.

Empathy and Emotional Intelligence: Being able to comprehend the sophisticated emotional requirements of stakeholders, communication and coordination, and producing an interesting on-site ambiance are exactly the characteristics that are the essence of event planning.

The context in which this change is taking place is that the role of teachers also experiences a radical shift. The teachers do not act as a single provider of information anymore but act as designers, facilitators, and mentors in a human-machine collaborative learning setting. Among their main duties are planning human-AI cooperative activities that would encourage the development of higher-order thinking; methods and approaches to interacting with AI; assisting students with reflecting on both the collaboration itself and the results thereof; and offering human-oriented care along with emotional support and values-based advice in learning settings that are heavily inundated with algorithms and data.

To sum up, it is not simply an addition of technology to reform event-planning courses using AI, but instead a radical educational change that is fueled simultaneously by both constructivism and experiential learning, human-machine interaction and other

theories. This necessitates a paradigm shift in the aims, procedures, and worth of education to ensure that innovative potential is developed that would be much better at working with humans in the intelligent age with more efficient human-AI cooperation.

3. Practical Pathways and Case Analysis: Deep Integration of AI into Event-Planning Education

Since 2024, with the increasing popularity of generative AI technologies, and the fact that they are applied in education more often, universities across the globe have developed a lot of novel methods of incorporating AI into event planning and other fields. The chosen framework of this section is the life cycle of event-planning course preparation, i.e., pre-class preparation and ideation, in-class teaching and development, and post-class assessment and feedback. Using particular examples of universities in China and elsewhere, it discusses the in-depth use of AI in various phases of teaching, the impact of such an implementation, and the pedagogical rationale behind such practices.

3.1. An AI-Empowered View of the Full Teaching Process

The AI can be applied in various standard application scenarios throughout the entire teaching process of event planning courses (see Figure 1). The scenarios are discussed below using particular examples.

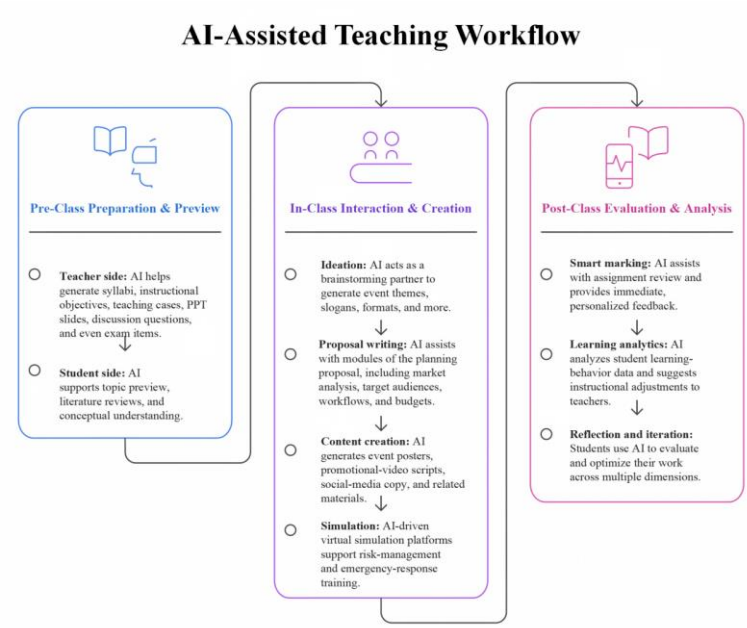

Figure 1. AI-assisted Teaching Workflow

3.2. Pre-Class and Preparation Stage: AI as an Efficient "Instructional Designer" and "Research Assistant"

Case Analysis: An AI-Driven Practice-Oriented Pre-Class Course at a University in Chinese Macao, The Centre of Continuing Education of the University of Macau in China provides a pragmatic class called From Planning to Evaluation: AI-Enhanced Event Management Capability. Prior to the start of the course, students need to make use of some tools including Perplexity AI - a conversational AI tool that is especially designed to handle information integration and source tracing, as stated in the source, it is like Google + Claude - and Kimi to perform in-depth research on certain event areas, i.e., esports and music festivals [6]. The students ask AI questions in the manner: What were the most successful events in XX area during the last three years and what were the major factors of their success? And what are the new consumption trends that can be observed in the target audience in this sphere? The AI gives consolidated answers that refer to the

sources of information. The next step is that students should check, filter and critically analyze the information and finally present a research brief as a pre-class task.

The method is totally in line with the idea of the flipped-classroom model as it promotes the proactive thinking and doing research by students, the development of their personal reports and opinions, and the formation of a good foundation of further classroom interaction. It dramatically exemplifies the constructivist belief that the learners are active creators of knowledge.

3.3. In-Class and Creation Stage: AI as an All-Purpose "Creative Partner" and "Collaborative Planner"

The essence of the course is classroom teaching and proposal development, where AI assumes the broadest and most significant functions at this point, including inspiring the idea or improving the details throughout the whole process. We need to define in a more precise manner what level of involvement AI is supposed to have.

Case Analysis: Using AI for Multimedia Content Creation — The concept of event planning is much more than merely text-based proposals. Qu Weiyuan (2024) points out that Chinese universities are currently advising students that they should employ applications like Canva AI, Midjourney, and Sora to create event key visuals (KVs), social media promotional graphics, and even animated videos of conceptual promotional films with ease [7]. The role of students in class changes to become creators and collaborators. This has significantly reduced the technical barrier on how they can bring their ideas to life and thus students who are not professionally trained in design or video editing can convert their visual imagination into concrete outputs and enrich their proposals and make them more convincing.

Accordingly, the assessment system is also moving towards non-traditional evaluation that is not based on the final creative product but rather on the originality of the theme, prompt accuracy, suitability of model choice and reasoning behind the student decisions. At this stage, AI is fully incorporated into the event-planning content creation, whereas assessment has more focus on the creative thinking of the students themselves.

3.4. Simulated Execution and Management of Processes: AI as a Virtual Rehearsal Ground and Risk Monitor

Despite the fact that the number of AI simulation systems developed specifically to plan events is quite low, the current progress in the field of experiential learning and associated technologies (game engines and digital twins) provides enough reason to predict and study a tendency that can be detected in other domains.

Case Analysis: AI-Driven Event-Management Simulation Systems, When setting up the venue for events, the teacher will utilize programs like KRpano and Pano2VR to help the students experiment with the design of routes inside an online event environment, add web links, images, videos and any other sort of content (see Figure 2) and set up the triggers.

Figure 2. Route Design Made by Pano2VR

At the same time, students are guided to use Kivicube's Plane AR tool to better position specific decorative installations within a venue (see Figure 3) and adjust their placement according to actual needs.

Figure 3. Kivicube's Plane AR

These immersive teaching methods enable students to use lightweight tools to dynamically adjust the arrangement of content within an event space. Students can mobilize resources, issue instructions, and immediately see the results of their adjustments in an immersive environment. This process effectively reproduces Kolb's experiential learning cycle: students acquire "concrete experience," use the rendered results of the tools for "reflection," distill "abstract concepts," and have the opportunity to engage in "active experimentation" in the next simulation.

3.5. Post-Class Assessment and Feedback Stage: The Role of AI as an Intelligent Assessor and Learning Analytics Specialist

The evaluation and feedback are the last stage in the teaching cycle and areas where AI may be used in an especially important way. The entry of AI shifts the assessment to less summative assessment and towards more process-based formative assessment and individualized feedback.

3.5.1. Case Analysis: Peking University's "AI-Resistant" and "AI-Assisted" Assessment Design

To address the issue of academic integrity, including the problem of AI-generated ghostwriting, Peking University and the Virtual Teaching and Research Office of the Ministry of Education of the Course Group on Enhancing Digital Teaching Competence of the top 200 universities in the world rankings of QS and U.S. News [8] systematically evaluated the AI policies of these institutions and issued joint Guidelines 1.0 to University Teachers on how to utilize generative artificial intelligence in teaching (Academic assessment design scenario). The Guidelines clearly indicate that instructors are permitted to make a decision on whether an AI can be used entirely or not based on the course goals and the type of teaching actions, both in Chinese and foreign universities. The Guidelines do not discourage the use of AI but suggest directing students into proper use of AI with constraints by other means of instructional design.

On the one side, comparison of various planning suggestions, critical reflection, etc. are examples of classroom activities that may be applied to cultivate critical thinking skills in students. In contrast, the Guidelines allow teachers to enhance student involvement in learning outcomes and their insight into knowledge through task assignment, including presentation of results to actual clients, adding oral defense, and introduction of more

open-ended tasks, which minimizes the chances of full reliance on AI. The Guidelines give practical advice on how to create human-machine collaborative classroom activities and assignments. Finally, they are intended to force students to apply AI in those places where it offers the best service (as a tool to think) as opposed to when it replaces thinking.

To evaluate, teachers may create distinct rubrics and let AI perform an initial check of students planning proposals to determine completeness and logical coherence. AI is capable of writing feedback according to set conditions, and the teacher will review and add personal remarks to the feedback. This method has the potential to release instructors of massive amounts of repetitive marking tasks and make feedback faster and more specific, and thus provide additional support to student learning process.

3.5.2. Case Analysis: "Reflective" AI Application at Chongqing Vocational College of Culture and Arts

Description of Practice: A structured teaching model may be applied to the implementation of the reflection-assessment stage in the context of event planning courses. Using the course Cultural Event Planning and Organization as an illustration, Chongqing Vocational College of Culture and Arts has come up with a task-based "Three Modes and Five Stages" practical teaching model. The three modes are information communication, interactive learning, and classroom practice; the five stages are daily study and self-assessment, collaborative inquiry, presentation and improvement, questioning and evaluation, and summarization and consolidation. The essence of the phrase careful reflection and discerning judgment runs through the model. Some of the factors like daily study and self-assessment, questioning and evaluation are reflecting the design principle of guiding students towards independent improvement of their planning proposals using reflective assessment [9].

The core of this practice is the change in emphasis of assessment on the result to the process and metacognition. It is proposed that students should view AI as a dialogue partner. On event-planning classes, they have to present not only the final planning proposal, but also an AI Collaboration Log with a detailed description of their use of AI during the stages of brainstorming, gathering information, generating proposals, and revising them. Not only does it help eradicate plain plagiarism, but it also inspires students to consider how to be good AI collaborators [10].

3.5.3. Case Analysis: Carnegie Mellon University's Generative AI Teaching Initiative

Carnegie Mellon University views the field of educational AI application as a research area and has just started early investigations in areas like astronomy (11). Systematic gathering of data on AI related teaching experiments performed in classroom settings, including using AI teaching assistants and AI evaluation tools, is performed, assessed, and shared in research reports. This approach transforms teaching innovation into the disorganized, personal activity into an organized, data-driven, and continuously iterative institutional process. With both quantitative and qualitative analysis of the impact of AI on the teaching process, the university will be able to determine more explicitly which AI applications are useful and which ones are not, thus preventing the blind following of the trends and allowing a more accurate and effective teaching reform [11].

The original practices of universities in China and elsewhere indicate that AI has long been deeply embedded in all stages of event planning education. It is not just a productivity tool, it is a new kind of smart engine which can redefine the nature of teaching interactions, release the potential of students, and apply the theories of education in life. All these examples with their variety point at a crystal-clear future: successful event-planning education will inevitably become education that accepts AI profoundly and applies it wisely.

4. Challenges, Response Strategies, and Future Prospects

The course, Cultural Event Planning, has particular focus on practice, creativity and on-site implementation. The reform of the course by AI is thus threatened in various ways.

4.1. Core Challenges Facing AI-Empowered Reform of the Cultural Event Planning Course

4.1.1. The Disappearance of Process-Based Intelligence in Planning: Cognitive Offloading and Authentic Project Experience Dilution

The basic skills of organizing events are needs analysis, creative ideation, multi-party coordination, and on-site adaptability; they are basically types of process-based intelligence that are acquired through learning by doing so. However, once AI can produce a structurally-complete and visually-polished planning proposal at the price of one command, students can easily skip important training steps like needs research, team brainstorming, and repeated refinement of proposals, which will lead to their cognitive offloading. This could impair the market-analysis, resource-integration, and risk-anticipation competencies that students would have otherwise acquired by undertaking real projects.

4.1.2. The "Distance" between Virtual Simulation and Real Events: A Disconnect between Technological Scenarios and the Teaching Loop

Cultural event planning is a field that depends heavily on physical settings, interpersonal interaction, and immersive experience. Many institutions are currently attempting to build simulation training environments using virtual reality (VR) and augmented reality (AR), such as the "Multifunctional Virtual Simulation Training Laboratory for the High-Level Professional Cluster in Exhibition Planning and Management" established by Guangdong Vocational Institute of Public Administration [12]. However, simulated scenarios are "realistic" rather than "real." Students may find it difficult to experience in a virtual environment the pressure of a real event site, the need for immediate responses, and the coordination of multiple stakeholder interests. Such technologies can therefore degenerate into demonstrations of technical novelty and weaken the training value of traditional field-based practice.

4.1.3. Algorithmic Data Cannot Replace Judgment of Local Culture in Creative Planning

The distinctive value of the Cultural Event Planning course lies in cultivating insight into specific regional cultures, festival contexts, public aesthetics, and values. Because AI-generated content is trained on massive volumes of internet data, it often tends toward generalization and homogenization and may produce proposals detached from local cultural contexts. At the same time, the boundaries of academic integrity for AI-generated content in planning-proposal writing urgently require clarification.

4.2. Systematic Response Strategies for the Cultural Event Planning Course

4.2.1. Process-Oriented Teaching Design: Countering Cognitive Offloading through "Human-AI Collaborative Planning Tasks"

To address the loss of process-based intelligence in planning, the task-driven "Three Modes and Five Stages" model used by Chongqing Vocational College of Culture and Arts can be adapted to redesign course-task assessment:

1 Shift the focus of assessment from the "final planning proposal" to the "planning process." Require students to submit AI collaboration logs, upload records of multi-round interactions with AI, and explain key decisions during oral defense, including why a particular version was accepted or rejected;

2 Design stages that "must come before AI" - for example, require students to complete field research and user interviews and conduct team brainstorming before introducing AI, so that AI functions as a "proposal partner" rather than a "ghostwriter";

4.2.2. A Dual-Track "Simulation + Reality" Practice Model: Making Virtual Training Truly Serve Real Events

To address the distance between simulation and real events, a dual-track mechanism of "simulation for training, reality for actual practice" should be established:

1. Use virtual simulation training laboratories similar to that of Guangdong Vocational Institute of Public Administration for low-risk, repeatable skills practice, such as exhibition setup and process rehearsal;

2. Pair simulation with authentic campus or community cultural-event planning projects, so that students apply the results of simulation training in real execution and complete a "simulation-revision-repractice" learning loop through real-world feedback;

4.2.3. Equal Emphasis on Cultural Literacy and AI Ethics: Strengthening "Local Cultural Judgment" and Compliant Use

To address the generalization, cultural bias, and ethical boundaries of AI-generated content, the course should:

1 Strengthen students' sensitivity to local culture by adding field-research modules on regional culture, folk festivals, and public aesthetics, and train students to identify cultural "silences" and biases in AI-generated proposals;

2 Develop students' ability to identify and critically evaluate AI-generated content and require them to explain why they reject particular alternatives suggested by AI;

3 Drawing on the "AI-resistant assessment and AI-assisted marking" approach proposed in Guidelines 1.0 issued by Peking University and the Ministry of Education's Virtual Teaching and Research Office, establish course-level rules for AI use and clearly define the appropriate boundaries of AI assistance in planning-proposal writing.

4.2.4. Teacher Empowerment and Governance Safeguards

1. At the teacher level: Establish "cultural planning + AI" professional learning communities for instructors, share cases of AI integration in event-planning courses, and incorporate relevant teaching innovations into performance assessment and incentive systems;
2. At the governance level: Adhere to a "human-centered" principle and ensure that AI remains an assistive tool rather than the decision-making authority;

4.3. Future Prospects: Intelligent Cultural Event-Planning Education through Human-Machine Collaboration

Looking ahead, AI empowerment of the Cultural Event Planning course is likely to evolve in directions that more closely reflect the distinctive characteristics of the discipline:

"Technical execution" will be delegated to AI, while "cultural creativity" returns to humans: The core of planning courses will increasingly focus on capabilities that AI finds difficult to replace, particularly emotional insight into groups and the creative transformation of local culture.

From "instruction-driven" to "co-creative" human-machine collaboration: Future collaboration will move beyond the current shallow model of "humans give instructions, AI executes." By learning from students' behavior, AI may come to understand ambiguous intentions, proactively contribute culturally grounded creative insights, and form a relationship of "co-creation" with students.

Virtual simulation will evolve toward "immersive cultural environments": By combining VR/AR, digital twins, and AI-based virtual participants, future practical teaching will be able to create highly realistic cultural-event scenarios and develop students' capabilities in on-site experience design and cultural communication through the integration of virtual and real environments.

5. Conclusion

AI-empowered reform of the Cultural Event Planning course must remain grounded in the discipline's essential characteristics: emphasis on process, practice, and cultural judgment. We should make effective use of AI to improve efficiency while guarding against the erosion of the process-based intelligence developed through planning practice; embrace virtual simulation while preserving the value of authentic practice; and harness AI's generative power while protecting deep insight into local culture and human needs. Only in this way can we cultivate a new generation of event planners who are capable of mastering AI while also possessing strong humanistic concern and creativity.

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