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ARTIFICIAL INTELLIGENCE AS A NEW NARRATOR: THE USE OF AI IN SCHOOL SOCIAL MEDIA – ANALYSIS, RISKS, AND RECOMMENDATIONS

Abstract

The aim of this article is to analyze the use of artificial intelligence as an active participant and content creator in school social media. The subject of the study includes AI-based tools (e.g., text and image generators) employed by schools in external communication. The research is grounded in a cognitive gap concerning the lack of established risk assessments and best practices for the use of AI in educational institutions. The study was conducted using case studies of selected secondary schools and content analysis of their social media profiles. The findings indicate a growing presence of AI as an institutional “narrator,” which brings both innovative potential and risks – such as misinformation, loss of authenticity, and the unintentional reinforcement of stereotypes. The article provides recommendations for the safe and responsible implementation of AI in school communication, taking into account ethical, educational, and communicative perspectives.

Keywords: artificial intelligence, social media, school, educational communication, discourse analysis

JEL: I21

Introduction

In recent years, social media has become an integral element of communication for educational institutions. Schools are increasingly using these platforms not only to convey information but also to build their image, promote students’ achievements, document events, and engage the local community. According to the theory of mediatization, media not only mediate communication but also influence the way schools create their identity and interact with their environment (Levinson, 2009). In this digital space, where young people spend a significant amount of time

online, a school's presence in social media becomes a strategic communication tool and an instrument of educational socialization.

However, there is considerable variation in the ways social media profiles are managed. Responsibility for communication often lies with teachers supervising student councils or with the students themselves, while in relatively few schools, content control remains directly with principals. In private schools, particularly in networked institutions, part of the published content is overseen by a central organizational office, introducing additional mechanisms of supervision (Schein, 2010). Moreover, an increasing number of posts feature content generated with the assistance of artificial intelligence (AI), raising important questions regarding the authenticity, quality, and ethical standards of the communication.

From the perspective of the Technology Acceptance Model (Davis, 1989, pp. 319–340), the use of AI may influence how teachers and students perceive these tools in terms of their usefulness in communication processes. On the one hand, AI can enhance the efficiency of communication; on the other hand, it may raise concerns about the quality and reliability of the generated content. In the context of institutional communication, Karl Weick, the author of the theory of sensemaking, emphasizes how organizations, including schools, structure and manage communication to create coherent narratives and meaning within the organization (Weick, 1995). According to the theory of sensemaking, educational institutions using social media actively construct and shape narratives aimed at consolidating the school's identity and managing its perception among various stakeholder groups – students, teachers, parents, and the local community.

The aim of this article is to analyze the application of artificial intelligence as an active participant and co-creator of narratives within school social media communication. The study encompassed randomly selected profiles of secondary schools on the Facebook platform. The analyzed posts were written in Polish, reflecting the natural language practices of educational institutions operating within the Polish cultural and educational context.

Communication within educational institutions, particularly through social media, has become an inseparable element of the functioning of modern schools. Contemporary research highlights the growing role of digital tools in managing both internal and external communication within education. In this context, artificial intelligence opens new possibilities but also poses significant challenges, particularly concerning the quality and responsibility of communication, much of which is increasingly automated and generated by algorithms.

The theory of institutional communication focuses on how organizations—including schools—shape their messages and manage relationships with stakeholders such as teachers, students, parents, and the local community. Communication within educational institutions is a complex and multidimensional process that requires addressing the diverse needs and expectations of each group (Lammers, 2011, pp. 154–182). Social media provides a space that facilitates this

communication by enabling rapid and effective outreach to a wide audience. However, the intensive use of these platforms also introduces new challenges, especially those related to accountability for the generated content and the transparency of the messages conveyed.

According to Karl Weick's theory of sensemaking (Weick, 1995), organizations create meaning and interpret events and information through the interactions of their members. For educational institutions, the process of sensemaking is essential in constructing a coherent narrative about their activities. In the context of social media communication, schools must adjust their messages so that they align with the institution's mission and goals, while also responding to the needs of their audiences. The role of artificial intelligence in this process may involve both content generation and tailoring communication to meet the expectations of different stakeholder groups.

The application of artificial intelligence in institutional communication is an increasingly researched topic. AI, particularly in content generation, opens new opportunities but also raises questions about its impact on the quality of communication and accountability for the message. In the school context, AI may be used to automatically generate post content and to analyze school community responses to published messages. At the same time, machine-generated content may carry the risk of producing artificial, low-quality messages that do not reflect the actual needs of the community. The use of AI algorithms in social media may therefore lead to new challenges in terms of communication ethics and responsibility.

Research on social media in the context of education highlights its growing role in school image-building and communication with students and parents. Social media platforms allow educational institutions to engage in direct contact with wider audiences and enable rapid information exchange. In the age of digitization, using these platforms becomes crucial for effective school management and for constructing a positive institutional image (Veletsianos, Kimmons, 2016, pp. 445–464). In particular, schools use these tools to reach local communities, share information about school events, and engage students and parents in educational activities.

Although AI offers many benefits, there are also significant challenges associated with its use in education. On the one hand, artificial intelligence algorithms can support the generation of personalized content; on the other hand, they may result in outputs that fail to meet audience expectations. Especially concerning is the potential for repetition and trivialization in communication, which diminishes message quality. Moreover, risks related to disinformation, stereotyping, or manipulation require special attention from schools (Mihăilă, Popescu, Ionescu, 2021, pp. 1–12). Therefore, developing mechanisms for monitoring and quality control is essential to ensure effective communication and prevent the spread of misinformation.

Methodology

The research conducted was qualitative in nature and aimed to analyze posts published by secondary schools on their social media profiles in terms of the presence of potential indicators of artificial intelligence (AI). For this purpose, I analyzed 50 posts published by schools from across Poland—both public and private—on the popular platform Facebook. The analysis focused exclusively on the textual content of the posts, as the accompanying images were predominantly authentic photographs and therefore not part of the study.

The adopted research approach was grounded in the framework of discourse analysis, understood as the study of language within its social context (Fairclough, 1995). Discourse analysis makes it possible not only to identify traces of AI but also to understand the ideological, social, and communicative mechanisms underlying the selection of particular messages published by schools. The language used by schools in social media functions not only as a source of information but also as a tool for shaping the public image of the educational institution. AI can be used to model this communication. Given that communication within schools is diverse – encompassing the interests of teachers, students, principals, and parents – discourse analysis in this context allows for a better understanding of how AI influences educational institutions' communicative strategies.

To structure the analysis process and ensure the comparability of results across individual cases, I developed a post evaluation sheet that served as a data coding tool. Each of the analyzed posts was individually assessed for the presence of typical markers that might suggest the use of artificial intelligence in content generation.

The evaluation sheet included fifteen items. Nine of these referred directly to linguistic and stylistic features that – according to the literature and empirical observation – most frequently occur in texts generated by AI language models. These included:

Substantively empty or trivial statements, often highly general in nature, e.g., “The modern world faces challenges related to technological development.”

Overly precise explanations of obvious facts, using specialized yet unnecessary vocabulary. Repetitions and tautologies, such as defining a phenomenon with the very term it attempts to explain, e.g., “Disinformation is false information.”

Characteristic AI-related vocabulary, including frequent use of expressions such as “dynamic development,” “new opportunities,” or “both benefits and challenges.”

Simple sentence structures, often repetitive, frequently beginning with: “This is...”, “It is...”, “Here are...”

Instructive tone, in the form of advice or directives in the second person singular, e.g., “Take care of your online presence,” “Remember to use reliable sources.”

Excessive use of emojis, especially when they are unrelated to the post's content or used in an exaggerated manner.

Stereotyping, such as repeating simplified roles of students and teachers.

Linguistic errors, including anglicisms, syntactic distortions, or machine-translation-like phrasing.

For each of these categories, I recorded the presence or absence of a given indicator in the analyzed post. Additionally, the evaluation sheet included information about the type of post, the length of the message (short, medium, long), the thematic focus, and a subjective assessment of the potential level of automation of the content (low, medium, high).

The goal was not to provide definitive evidence of AI usage, but rather to identify clusters of features typical of machine-generated texts. I assumed that the occurrence of a single indicator would not suffice to suggest the use of artificial intelligence tools; however, the accumulation of several features could point to such involvement.

The results obtained through the coding sheet served as the starting point for further interpretation of the collected material. They allowed me to determine the frequency of predefined indicators of potential AI usage and to identify general trends regarding the presence of automation in school communication via social media.

Previous research on the presence of AI in the educational sector has mainly focused on its didactic applications (Holmes, Bialik, Fadel, 2022, pp. 1–13), while the use of artificial intelligence as an “institutional narrator” in external school communication remains an underexplored area. Studies of this type, especially in the context of Polish secondary education and the use of AI in social media communication, are still in the preliminary stages of analysis.

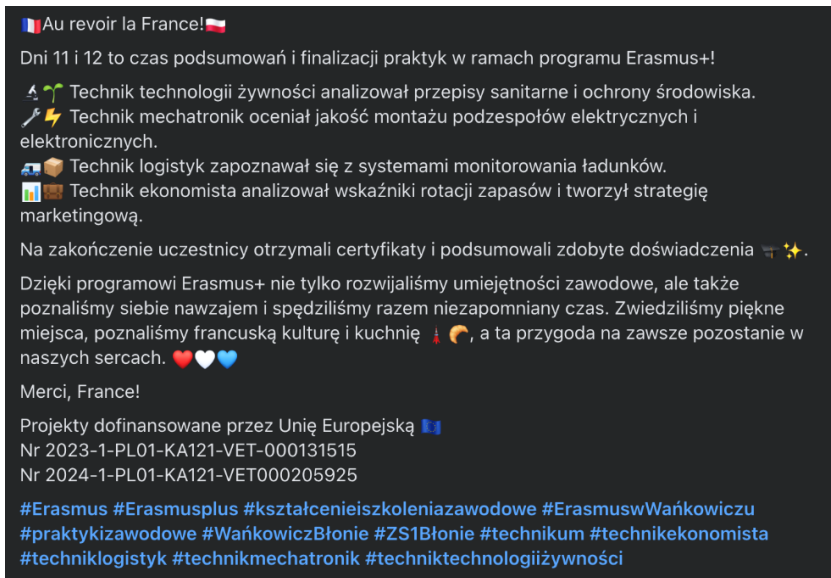
As a researcher, I remain aware that any content analysis inevitably carries an element of subjectivity. I sought to minimize the influence of my own assumptions by adopting clearly defined evaluation criteria, grounded in an analysis of the relevant literature and existing empirical studies. Additionally, I conducted multiple rounds of analysis on the same posts to ensure the consistency and reliability of the results. The conclusions drawn from this study are based on careful data coding and the identification of recurring AI-related patterns in school communication.

Results of the analysis

The analysis of 50 posts published by secondary schools on social media—primarily on the Facebook platform—enabled the identification of a range of linguistic and stylistic features that may suggest that at least some of these posts were supported, assisted, or even generated using artificial intelligence tools. The analysis, based on a previously developed evaluation sheet, allowed for the detection of specific symptoms typically associated with automatically generated texts. These include, among others: the absence of linguistic errors in lengthy statements, the presence

of simple and repetitive syntactic structures, the overuse of schematic phrases (e.g., “the modern world faces challenges”), excessive use of emojis, as well as instances of mismatched tone relative to the content.

Throughout the study, I identified potential signs of AI involvement in as many as 90% of the analyzed cases. In many posts, multiple symptoms appeared simultaneously—not as isolated anomalies, but as coherent sets of features indicating a high level of formal organization, syntactic predictability, and a strong correlation between style and form. Among the most frequently observed symptoms, the overuse of emojis is particularly noteworthy—present in over 70% of the posts analyzed—often in a way that suggests mechanical insertion without meaningful connection to the actual content. Other frequently identified symptoms include a very high level of linguistic accuracy (especially in more elaborate posts) and the repetitiveness of sentence structures.



Example 1. A Post Exhibiting Symptoms of Potential AI Involvement

Source: Zespół Szkół nr 1 im. Melchiora Wańkowicza w Błoniu (2025, April 18) [Post on Facebook]. Retrieved from: <https://www.facebook.com/profile.php?id=100063684277402> (accessed: 29.04.2025).

The post, published by the school on Facebook on April 18, 2025, documents the conclusion of students’ vocational internships carried out under the Erasmus+ program. The content exhibits a noticeable overuse of emojis, the use of formulaic emotional expressions (e.g., “this adventure will remain in our hearts forever”), a high level of linguistic accuracy without individualization of the message, and an orderly, repetitive syntactic structure. The style of the post is characterized by a high degree of formalization, which may indicate editorial support through AI-based tools.

Although individual symptoms are not sufficient to attribute authorship of a text to an automated source, their accumulation-especially in longer and more “polished” posts-may indicate the use of text editors with AI functionalities or even direct reliance on language models generating content based on prompts. It is worth emphasizing that some of the analyzed posts were likely prepared by students, which is based on my observations of school profile management practices. In such cases, the style of expression, free from errors, rhetorically coherent, and highly formatted, appears to exceed the typical linguistic competencies of secondary school students, particularly in the case of extended statements. This fact may be interpreted as an additional indicator of generative tool support.

In line with the assumptions of discourse analysis, it was crucial not only to detect formal linguistic traces but also to attempt to understand the narratives and functions that the created content served. Posts bearing symptoms of automation were often focused on building a uniform, promotional image of the school, presenting educational activities in a highly standardized, predictable, and depersonalized manner. Such messages could be characterized as marked by a “marketing narrative,” aligning with an institutional style that rarely adopts a more personal or diversified voice. Importantly, despite the identified symptoms and potential AI involvement, no instances of stereotyping were found in the analyzed material. The representations of students, teachers, and school events were depicted in a neutral or positive manner, respecting their roles and contexts. This is a significant finding, especially considering concerns that generative technologies might reproduce biases embedded in training data.

Chart 1 presents the five main symptoms of potential AI involvement in school posts on social media, illustrating their quantitative distribution. The most frequently occurring feature was the excessive use of emojis (37 posts), often inserted mechanically without a logical connection to the content. The second most common symptom was the absence of errors in longer texts (31 cases), which-in the context of messages presumably written by students or individuals without professional editorial training-may suggest the use of language-supporting tools. Repetitive syntax (28 cases) indicates a limited diversity of grammatical structures, which is typical of automated content generation. In 17 posts, trivial phrases with low informational value, such as “an unforgettable adventure” or “moments full of emotions,” appeared-phrases characteristic of a standardized style lacking an individualized tone. The instructional tone was the least frequently observed symptom (4 cases), mainly appearing in content resembling a guidebook style. Overall, this distribution confirms the presence of consistent linguistic patterns which, in the studied context, may be interpreted as indications of automated communication.

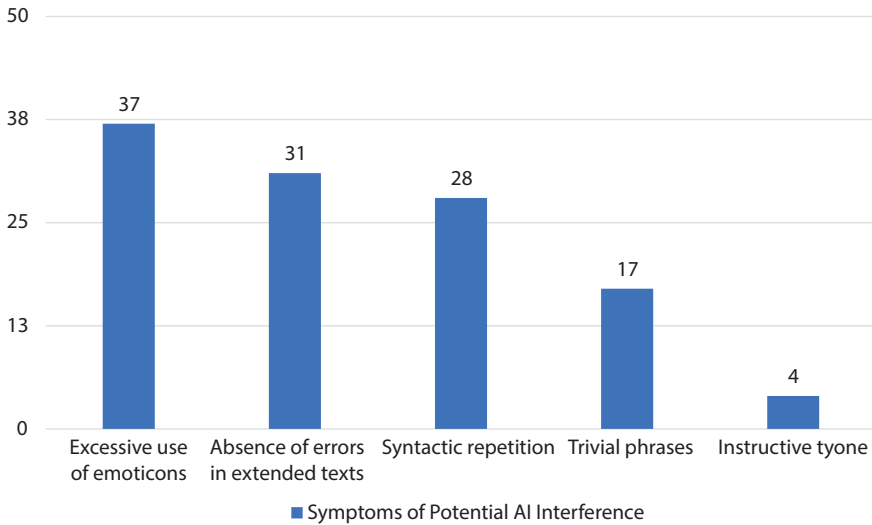


Chart 1. Frequency of AI Symptoms in Posts

Source: Author's own work based on the analysis of published posts.

The conclusions drawn from the study clearly point to the need for reflection on the transparency and ethical use of AI in institutional educational communication. The aim of this work was not to conclusively confirm automation but rather to illustrate the phenomenon and its possible symptoms. It is necessary to consider the implementation of practices for labeling content generated or supported by AI systems, especially in cases where the message takes on an official or representative character. Responsible use of language tools can significantly facilitate the work of those managing school social media, but it should not come at the cost of authenticity and the trust of audiences toward institutional communication.

Discussion

As Godwin-Jones (2024) observes, one of the most significant phenomena associated with the use of AI tools in education and communication is their increasing ability to generate texts that are not only grammatically correct but also rhetorically effective. In the case of educational institutions engaging in promotional and informational activity on social media, this may result in a smoothing of the message, and consequently, in its unification. My findings confirm this observation: many of the analyzed posts lacked an individual tone, emotional depth, or references to specific experiences of students or teachers. It appears that AI is used primarily to optimize form rather than enrich content.

Similar conclusions have been drawn in research focused on organizational communication. According to Kouam and Muchowe (2024), institutions that employ AI tools to generate messaging often lose sight of the value of experience-based and relational storytelling. Such messages become functional but lose character, which is particularly problematic in educational contexts where authenticity, engagement, and personalization should be emphasized. My research clearly shows that more personal posts—often containing minor errors, digressions, or irregular structures—were in the minority, which may indicate systemic use of AI-supported editing tools.

At the same time, in light of Karl Weick's theory of sensemaking (1995), it is important to emphasize that institutional communication—even when conducted by schools—fulfills a narrative function that allows organizations to create meaning and interpret their surroundings. In the context of the posts analyzed, there is a clear shift away from this model: schools increasingly employ promotional, stylistically homogeneous language that lacks nuanced references to local context. This trend may result from the use of AI, which, as D'Errico (2023) points out, generates content based on the most probable and commonly encountered patterns—ultimately contributing to the homogenization of discourse.

It is also important to note that some of the posts were created by students—often independently or with limited guidance from teachers. In light of studies on youth language competencies (Heitner, Siegel, 2023), the high level of stylistic and syntactic correctness found in many cases appears to exceed the actual linguistic capabilities of secondary school students. Within this context, my analysis points to probable editorial support from AI-based applications—whether in the form of correction tools, style editors, or direct text generators.

Nonetheless, it is worth emphasizing that none of the analyzed posts exhibited signs of stereotyping or oversimplified portrayals of social roles. This is a positive outcome, particularly considering critiques of generative AI tools for perpetuating biases present in training data (Bender et al., 2021, pp. 610–623). Despite technical augmentation, school messages retained representational appropriateness—they avoided objectifying students or teachers, did not reproduce negative stereotypes, nor did they create artificially idealized images of schools.

In light of these findings, this study contributes significantly to the evolving discourse on educational communication in the age of AI. On one hand, it demonstrates the potential of generative tools to support the creation of stylistically refined and coherent content; on the other, it underscores the need for critical reflection on authenticity, transparency, and the ethical dimensions of their use. It appears warranted to develop clear guidelines for schools regarding the application of AI in external communication—guidelines that take into account both narrative considerations and institutional accountability.

Conclusions and recommendations

In the context of discourse analysis and sensemaking theory, it is important to note that schools are increasingly abandoning localized, personalized styles of communication in favor of unified, promotional, and highly formatted messages. This shift may contribute to the dilution of institutional identity and the weakening of ties with the local community, whose communicative expectations are based on authenticity, proximity, and personal experience. There is a tangible risk that AI-although helpful in editing and optimizing content-may contribute to the erosion of institutional subjectivity within the everyday language of educational institutions.

It is worth emphasizing that this analysis represents a pioneering effort in Polish research on the use of artificial intelligence in external school communication. Given the novelty of the topic and the limited availability of scholarly work in this field, the study takes on an exploratory and descriptive character, which should be seen as a deliberate methodological choice aligned with the current need to recognize and examine emerging practices in institutional communication.

In my view, it is essential to establish clear ethical and practical frameworks regarding the presence of AI in institutional communication. As institutions responsible for developing students' communication competencies, schools should not only use modern tools consciously but also educate students and staff on how such technologies shape language and meaning. This calls for the implementation of practices that clearly indicate when content has been AI-assisted, especially in external communications that contribute to shaping the institution's public image. Additionally, training programs should be introduced for teachers, student government advisors, and student content creators to address the ethical use of language technologies, including their limitations and potential consequences. Educational communication should not be fully outsourced to machines-it should leverage technology in ways that support, rather than replace, the human voice.

The findings of this study show that the presence of AI in school communication is no longer a matter of the future, but rather an element of current everyday practice. Therefore, it is crucial for educational institutions to move toward greater transparency, accountability, and preservation of authenticity as a core value-regardless of the tools employed. From a broader perspective, the research also highlights the urgent need to raise public awareness of the role AI plays in everyday communication. Researchers, educators, teachers, and policymakers should actively engage in developing a critical discourse on the place of technology in social and communicative processes. Building this awareness is becoming one of the central challenges of contemporary media and information education.

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