

ARTIFICIAL INTELLIGENCE AND THE INTERPRETATION OF RELIGIOUS ICONOGRAPHY IN ART EDUCATION.

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Abstract

This study examines the role of artificial intelligence in the interpretation of religious iconography in art education. Religious iconography, which involves the use of visual symbols and images to represent religious beliefs, has historically served as an important means of communicating spiritual ideas, cultural values, and sacred narratives. Traditionally, the interpretation of these symbols has relied on the knowledge and expertise of art historians, educators, and scholars of religion who analyse visual elements such as colour, gesture, composition, and symbolic objects within artworks. However, recent technological advancements have introduced artificial intelligence as a powerful tool for analysing visual data and supporting art interpretation. AI technologies such as machine learning and computer vision can analyse digital images of artworks, detect recurring visual patterns, and assist in identifying symbolic motifs within religious paintings and sculptures. The study adopts an exploratory research design and utilises oral interviews and focus group discussions to gather insights from participants on the influence of AI in art education. Findings reveal that AI-based tools can enhance students' visual literacy and analytical skills by enabling them to explore large digital collections of artworks and identify iconographic patterns more efficiently. AI-generated artistic content also provides opportunities for creative experimentation and comparative analysis in the classroom. However, the study concludes that while AI can support visual analysis, human interpretation remains essential for understanding the historical, cultural, and theological meanings embedded in religious iconography (200 words).

Introduction

Art has long served as a channel through which belief systems, values, and religious experiences are expressed and transmitted across generations. Religious iconography which entails visual images, symbols, and representations associated with religious traditions, plays a crucial role in communicating theological ideas, moral teachings, and cultural identities. In many societies, religious art found in paintings, sculptures, mosaics, murals, and architectural decorations has functioned not only as an object of devotion but also as an educational tool that conveys sacred narratives and doctrinal messages (Chung, 2025; Jamil, 2024). Within the context of art education,

the interpretation of religious iconography enables students to understand the symbolic meanings embedded in artworks and to appreciate the cultural and historical contexts in which such works were produced.

Traditionally, the interpretation of religious iconography in art education has relied heavily on the knowledge and expertise of teachers, art historians, theologians, and cultural scholars. These experts analyse visual elements such as symbols, colours, gestures, and objects in religious artworks to uncover deeper meanings (Shen, Zhou, & Zaib, 2024). For instance, specific symbols in religious paintings may represent spiritual virtues, sacred events, or divine attributes. Understanding these symbols requires familiarity with the historical development of religious traditions, scriptural narratives, and artistic conventions. However, the process of interpreting religious iconography can sometimes be complex and challenging for students due to the diversity of symbols, the multiplicity of interpretations, and the historical distance between contemporary learners and the contexts in which the artworks were created (Baigutov, 2024).

In recent years, technological advancements have begun to transform the field of education, including art education. One of the most significant developments is the emergence of artificial intelligence (AI), which refers to computer systems designed to perform tasks that typically require human intelligence, such as learning, pattern recognition, data analysis, and decision-making. AI technologies, including machine learning, computer vision, and natural language processing, are increasingly being applied in educational settings to enhance teaching and learning processes (Gavira Durón, & Jiménez-Preciado, 2025; Alqahtani, Badreldin, Alrashed, Alshaya, Alghamdi, Bin Saleh, & Albekairy, 2023). These technologies have the potential to provide new methods for analysing and interpreting visual data, making them particularly relevant to the study of art and iconography.

In the context of religious iconography, AI can assist in identifying patterns and symbols within artworks through advanced image recognition systems. Such systems can analyse large collections of religious images, detect recurring motifs, and provide explanations based on existing databases of iconographic knowledge. For example, AI-powered applications can help students recognize specific religious symbols, compare similar images from different cultural contexts, and explore the historical development of particular iconographic traditions (Emenike, Oluchukwu, & Nwokedi, 2025). This technological capability can enrich the learning experience by providing interactive and data-driven insights that complement traditional teaching methods.

Furthermore, AI technologies can support the preservation and accessibility of religious art. Many important religious artworks are located in museums, sacred sites, or historical archives that may not be easily accessible to students. Through digital technologies and AI-driven platforms, high-quality images and virtual representations of these artworks can be made available to learners worldwide (Wang, Li, Fan, & Ji, 2025). This digital access allows students to examine religious iconography more closely, analyse details that might otherwise go unnoticed, and engage with artworks from diverse religious and cultural backgrounds. As a result, AI contributes to expanding the scope of art education beyond the limitations of physical classrooms and local collections.

Despite these potential benefits, the integration of artificial intelligence into the interpretation of religious iconography also raises several academic and ethical considerations. Religious symbols often carry deep spiritual meanings that are shaped by theological doctrines, cultural traditions, and communal beliefs (Amsikan, 2025). The interpretation of such symbols requires sensitivity and contextual understanding. While AI can assist in identifying visual patterns and providing information, it may not fully capture the nuanced theological or spiritual significance associated with certain images. Therefore, educators must carefully consider how AI tools are used in order to ensure that technological analysis does not oversimplify or misrepresent sacred meanings.

Additionally, the use of AI in art education requires teachers and students to develop new forms of digital literacy. Educators need to understand how AI systems work, how to interpret the information they provide, and how to integrate these technologies effectively into the learning process (Velandar, Taiye, Otero, & Milrad, 2024; Tammets, & Ley, 2023). This shift highlights the importance of interdisciplinary collaboration between art educators, computer scientists, and scholars of religion in order to design AI tools that are both academically reliable and culturally sensitive.

The study on Artificial Intelligence and the interpretation of religious iconography in art education is significant because it explores how emerging technologies can support the analysis and understanding of religious symbols in visual art. It contributes to art education by showing how AI tools can enhance visual literacy, critical thinking, and digital learning among students. The study also helps educators understand the opportunities and limitations of AI in interpreting culturally and spiritually sensitive images. In addition, it provides insights into how technology can assist in preserving, classifying, and analysing religious artworks in digital archives. Ultimately, the research promotes the effective integration of artificial intelligence into art education while encouraging responsible and context-sensitive interpretation of religious iconography

Moreso, given the increasing role of digital technologies in contemporary education, exploring the relationship between artificial intelligence and the interpretation of religious iconography has become an important area of scholarly inquiry. Understanding how AI can support the analysis, teaching, and preservation of religious artworks may contribute to improving art education and promoting deeper appreciation of religious heritage. Therefore, this study broadly seeks to examine the role of artificial intelligence in enhancing the interpretation of religious iconography within art education. Specifically, seeks to;

- a. examine the extend to which Machine Learning in Art Analysis could influence the interpretation of iconography in Art Education.
- b. whether AI-Generated Artistic Content could influence the interpretation of iconography in Art Education.

Literature Review

Conceptual Review

Artificial Intelligence (AI): Deals with the branch of computer science concerned with creating machines or computer systems that can perform tasks that normally require human intelligence. These tasks include learning from experience, reasoning, problem-solving, understanding language, recognizing patterns, and making decisions. It refers to the ability of a machine to think, learn, and act like a human being. Examples of AI abilities include; Learning which improve performance based on data (e.g., recommendation systems), reasoning in solving problems logically, perception in recognizing images, speech, or surroundings and language in understanding the generated human language

Iconography: Iconography is the study and interpretation of images, symbols, and visual elements - especially in art, religion, and culture. It focuses on what those images *mean* and how they convey ideas. In simple terms, iconography is about understanding what symbols represent and why they are used. In art and history iconography involves analysing paintings, sculptures, or other works to identify symbols and interpret their meanings. For instance, a dove often represents peace, halo around a figure may symbolize holiness, a skull can represent mortality, a heart icon represents like or favourite, and trash bin icon means delete

Machine Learning in Art Analysis and the Interpretation of Iconography in Art Education

Fiorucci, Khoroshiltseva, Pontil, Traviglia, Del Bue, and James (2020), affirms that machine learning (ML) has become an important technological tool in the analysis of visual art and cultural heritage. Machine learning, a branch of artificial intelligence that allows computers to learn patterns from data, is increasingly applied in art history and art education to analyse visual features, classify artworks, and identify symbolic elements within images. Scholars argue that these developments have the potential to transform how iconography (the study of symbols and themes in art) is interpreted and taught in art education (Gaber, Youssef, & Fathalla, 2023; Belhi, Bouras, Al-Ali, & Foufou, 2023).

One important strand of research focuses on the application of computer vision and deep learning techniques in the identification of iconographic motifs in paintings. Castellano and Vessio (2021), conducted research on convolutional neural networks (CNNs) and concluded that machine learning models can analyse digital images of artworks and automatically recognize visual patterns associated with specific subjects, figures, or religious symbols. A study on iconography classification developed a dataset and CNN model capable of identifying saints in Christian paintings by detecting traditional visual attributes associated with each figure.

The research demonstrated that machine learning could achieve relatively high performance in identifying iconographic features by focusing on recurring motifs and visual clues present in artworks. The authors argue that such systems can support the automatic extraction and comparison of iconographic elements across large digital image collections, thereby assisting art historical research and education.

Another line of research highlights the role of machine learning in art attribution and stylistic analysis, which indirectly influences the interpretation of iconography (Baroncini, Daquino, & Tomasi, 2021). Machine learning algorithms can analyse brush stroke patterns, edge detection, and stylistic features to determine the authorship of paintings. For instance, a study applying deep transfer learning to paintings attributed to the Renaissance artist Raphael demonstrated that machine learning models could classify artworks with high accuracy by examining distinctive visual characteristics of the artist's style (Cascone, Nappi, Narducci, & Russo, 2023). The researchers emphasize that such computational techniques complement traditional art historical analysis and can support scholars in identifying stylistic patterns within artworks. However, they also note that machine learning should be used alongside other methods such as historical documentation, provenance studies, and iconographic analysis to achieve comprehensive interpretation.

In addition, Lang and Ommer (2021), the increasing availability of digital art archives and online image databases, machine learning techniques enable researchers to analyse thousands of artworks simultaneously. Context-aware machine learning models can identify relationships between different artistic attributes such as author, artistic school, historical period, and thematic content. These models enhance the ability of scholars and students to explore connections among artworks and understand the evolution of visual motifs across time and cultural contexts (Akhundova, 2024). However, this has shown that incorporating contextual information into machine learning systems significantly improves the performance of art classification and retrieval tasks, thereby expanding the possibilities for digital art scholarship and iconographic research.

Another significant contribution of machine learning to art analysis is its ability to examine surface textures and painting techniques. Studies using machine learning on surface topography data show that algorithms can distinguish between artists by analysing microscopic features such as brushstroke patterns and paint textures (Chantanasut, 2025; Mironova, Robache, Deltombe, Guibert, Nys, & Bigerelle, 2020). In experimental studies where machine learning models were trained on scanned paintings, the systems achieved high levels of accuracy in attributing artworks to specific artists. Such techniques provide new insights into artistic production processes and workshop practices in historical art traditions. These developments demonstrate how machine learning can enhance traditional methods of stylistic analysis and deepen understanding of artistic techniques that contribute to the symbolic meaning of artworks.

Beyond classification and attribution, Spee, Mikuni, Leder, Scharnowski, Pelowski, & Steyrl (2023), examine how machine learning contributes to understanding aesthetic perception and symbolic meaning in artworks which include using interpretable machine learning models to attributes such as symbolism, emotional expression, and imaginative elements to influence how viewers evaluate creativity in artworks. By analysing relationships among multiple visual attributes, machine learning models can reveal patterns in how people interpret and respond to artistic images. These findings are important for art education because they demonstrate how computational approaches can provide insights into the cognitive and perceptual processes involved in interpreting symbolic imagery.

The integration of machine learning into art history and visual studies has also encouraged interdisciplinary collaboration between computer scientists and art historians. Scholars argue that machine learning technologies offer new opportunities for the large-scale analysis of visual culture and cultural heritage (Karterouli, Batsaki, & Oaks, 2021). AI-based systems can assist researchers in organizing digital art collections, identifying iconographic themes, and tracing the historical development of visual symbols across cultures and historical periods. Such capabilities are particularly valuable in the study of religious iconography, where recurring symbols and motifs appear across numerous artworks and historical contexts.

In the context of art education, the use of machine learning tools can enhance students' engagement with visual analysis and digital art resources. By enabling students to explore large collections of artworks and identify visual patterns, machine learning can support the development of visual literacy and analytical skills. Students can also learn how technological tools influence the interpretation of images and how computational methods can assist in identifying symbolic elements within artworks. However, educators must also encourage critical reflection on the limitations of machine learning. Students should be guided to combine computational analysis with historical, cultural, and theological perspectives in order to achieve deeper understanding of religious iconography. This balanced approach ensures that technology supports rather than replaces human interpretive skills.

AI-Generated Artistic Content could influence the interpretation of iconography in Art Education

The emergence of AI-generated artistic content and its early discussions of computational creativity were influenced by the work of Margaret Boden, who argued that computer systems could produce creative outputs by recombining existing patterns in novel ways. Later developments in generative algorithms and neural networks have expanded these ideas, enabling machines to generate complex artistic images (Hughes, Zhu, & Bednarz, 2021). The development of Generative Adversarial Networks (GANs) by Ian Goodfellow significantly advanced the field by allowing computers to generate highly realistic images after learning from large datasets of visual materials (Good fellow, Pouget-Abadie, Mirza, Xu, Warde-Farley, Ozair, & Bengio, 2020). This technological progress has contributed to the increasing presence of AI-generated artworks in galleries, digital platforms, and educational contexts.

In the field of art history and visual culture, scholars have examined how AI-generated art can replicate stylistic features and iconographic patterns found in historical artworks (Leong, 2025). Machine learning systems trained on large image databases can reproduce common visual motifs, religious symbols, and stylistic conventions that appear in traditional artworks. For example, AI models trained on religious paintings may generate images containing familiar iconographic elements such as halos, sacred figures, symbolic animals, or architectural features commonly associated with particular religious traditions. These developments demonstrate that AI systems can learn visual patterns that are central to iconographic representation.

Several scholars argue that the ability of AI systems to generate images based on learned patterns has implications for the interpretation of iconography (Zhu, Duan, Cao, & Tan, 2025; Castellano, & Vessio, 2021). Iconography traditionally relies on the identification of symbols and visual attributes that communicate specific religious or cultural meanings. AI-generated images often recombine these symbols in new ways, creating hybrid representations that may challenge conventional interpretations. As a result, this may suggest that AI-generated artistic content can stimulate new discussions about the nature of symbolism, creativity, and authorship in art.

In art education, the use of AI-generated art has been explored as a tool for teaching visual analysis and creative experimentation. Educators have observed that AI-generated imagery can encourage students to critically examine how symbols and visual elements function within artworks (Bian, Wang, Huang, Zhou, & Lu, 2025). By comparing AI-generated images with traditional artworks, students can identify recurring iconographic patterns and explore how these symbols convey meaning within different cultural and historical contexts. This process can enhance students' understanding of visual symbolism and the interpretive methods used in art historical studies.

Another area of scholarly interest concerns the role of AI in expanding access to visual resources and digital creativity. AI-based art generation platforms allow students and researchers to experiment with the creation of symbolic imagery without requiring advanced technical skills in traditional artistic techniques. Through these tools, learners can explore how different visual elements, such as colour, form, gesture, and composition affect the representation of symbolic themes. Pantaleo (2021), avers that this interactive engagement with visual production can strengthen students' visual literacy and deepen their understanding of iconographic structures in art.

Velásquez-Salamanca, Martín-Pascual, and Andreu-Sánchez (2025), adumbrate that digital humanities therefore emphasize the importance of human interpretation when analysing AI-generated imagery. Iconographic interpretation requires knowledge of historical narratives, theological traditions, and cultural symbolism that cannot be fully captured by computational models. They conclude that AI should be viewed as a supportive analytical tool rather than a replacement for human expertise in art interpretation.

Erişti and Freedman (2024), argued that in art education, AI-generated images can serve as valuable teaching resources that stimulate discussion about symbolism, creativity, and technological change in artistic practice. By analysing both traditional artworks and AI-generated images, students can develop a deeper awareness of how visual symbols are constructed, interpreted, and transformed across different contexts. Hutson (2024), maintain that the integration of AI-generated art into art education encourages interdisciplinary learning that connects art history, technology, and cultural studies. Students are exposed to new forms of digital creativity while also engaging with traditional methods of iconographic analysis. This combination of technological exploration and critical interpretation can enrich the educational experience and prepare students for emerging developments in digital art and visual culture.

Theoretical Framework

Semiotic theory in visual interpretation

The theory is mainly associated with scholars such as Ferdinand de Saussure (1916) and Charles Sanders Peirce (1931-1958), they developed foundational ideas about how signs function in communication and interpretation. Semiotic theory in visual interpretation is an important theoretical framework used in art education to understand how meaning is created and communicated through images, symbols, and visual signs. Semiotics is the study of signs and sign systems and how these signs convey meaning within cultural and social contexts.

The basic assumption of the theory is that meaning is constructed through signs and that every visual image can be interpreted as a system of signs. Saussure proposed that a sign consists of two main components: the *signifier* and the *signified*. The signifier refers to the physical form of the sign, such as an image, colour, or symbol, while the signified refers to the concept or meaning associated with it. Peirce further expanded the theory by identifying three types of signs: icon, index, and symbol. An icon resembles what it represents, an index has a direct relationship with what it signifies, and a symbol derives its meaning from cultural or social conventions. In visual art, especially religious iconography, many symbols-such as halos, crosses, and sacred animals-function as culturally recognized signs that convey spiritual meanings.

In relation to art education, semiotic theory provides a useful framework for analysing visual images and understanding how artists communicate meaning through visual elements such as colour, form, gesture, and composition. Students learn to interpret artworks by identifying signs and examining how these signs interact to produce meaning. In the interpretation of religious iconography, semiotic analysis helps scholars and students recognize the symbolic significance of visual elements in sacred artworks. For example, particular gestures, objects, or colours may represent theological concepts or religious narratives. Through semiotic interpretation, learners develop visual literacy and a deeper understanding of the symbolic language embedded in artworks.

The theory is also relevant to the application of artificial intelligence in art education, particularly in the interpretation of religious imagery. Artificial intelligence systems that use computer vision and machine learning can analyse visual patterns and detect recurring symbols within large collections of artworks. In this sense, AI systems operate in a manner similar to semiotic analysis by identifying visual signs and patterns in images. For example, AI algorithms can detect iconographic features such as halos, robes, or symbolic objects in religious paintings. This technological capability can assist students and researchers in identifying visual elements that may indicate particular religious themes or figures.

This theory also highlights the importance of cultural and contextual interpretation, which remains a challenge for artificial intelligence systems. While AI can recognize visual patterns, it often lacks the cultural knowledge and interpretive understanding required to fully explain the symbolic meanings behind religious images. Therefore, semiotic theory emphasizes that interpretation involves not only recognizing signs but also understanding the cultural conventions and historical contexts that shape their meanings.

Despite its usefulness, semiotic theory has been subject to several criticisms. Some scholars argue that semiotic analysis may focus too heavily on symbolic structures while neglecting the emotional, spiritual, and experiential aspects of art. Others suggest that meanings in visual art are often fluid and open to multiple interpretations, which may limit attempts to establish fixed symbolic meanings. In the context of artificial intelligence, critics also point out that computational analysis may oversimplify complex cultural symbols by reducing them to visual patterns.

a. **Methodology**

Explorative research design was adopted to guide the enquiry. The researchers collected data from respondents through oral interviews and focus group discussions. These methods enabled participants to express their views and experiences in detail. They also facilitated interactive discussions that provided deeper insights into the study topic. In relation to this study, exploratory research design is particularly appropriate because the integration of AI technologies in art analysis is still an evolving field. The use of machine learning, computer vision, and AI-assisted image analysis to interpret symbolic imagery in religious artworks is a relatively recent development. As a result, many aspects of how these technologies influence art education, visual interpretation, and iconographic studies remain underexplored. An exploratory design therefore allows researchers to examine these emerging interactions without being restricted by rigid hypotheses.

This study explored how AI tools analyse visual elements such as symbols, gestures, colours, and compositional patterns in religious artworks. Exploratory research can involve examining digital image databases, analysing AI-generated interpretations of artworks, and reviewing scholarly literature on artificial intelligence and art analysis. Through these methods, researchers can identify patterns in how AI systems recognize and categorize iconographic elements such as halos, sacred figures, symbolic animals, or ritual objects commonly found in religious imagery.

Discussion of findings

Findings from the oral interviews and focus group discussions revealed that many art educators and learners acknowledge the usefulness of artificial intelligence in identifying iconographic elements in artworks. Participants explained that tools based on Convolutional Neural Networks can analyse digital images and detect recurring religious symbols such as halos, sacred figures, and symbolic animals. During the focus group sessions, respondents noted that these technologies help learners recognize patterns in paintings more quickly than traditional manual observation. The views expressed during the discussions support the findings of Castellano and Vessio (2021), who demonstrated that machine learning models can identify iconographic motifs in Christian paintings by analysing visual attributes associated with particular saints.

However, some interview participants emphasized that while AI can assist in identifying visual clues, human interpretation is still necessary to explain the deeper religious and cultural meanings embedded in the symbols.

Another theme that emerged from the interviews and focus group discussions relates to the role of machine learning in stylistic analysis and authorship identification. Participants observed that AI tools can analyse brushstroke patterns, colour distribution, and compositional structures in artworks, thereby assisting scholars in determining artistic styles. Several lecturers who participated in the interviews mentioned that such computational analysis can help students understand how stylistic features influence the interpretation of iconography. These perspectives align with the studies of Baroncini, Daquino, and Tomasi (2021), which highlight the role of machine learning in analysing stylistic characteristics of paintings. In the focus group discussions, some participants referred to research on artworks attributed to Raphael, noting that AI systems can classify paintings by examining distinctive stylistic traits. Nevertheless, respondents agreed that such computational findings must be combined with historical and iconographic knowledge for accurate interpretation.

The discussions further revealed that the availability of digital art archives has expanded opportunities for both teaching and research in art history. Interview participants explained that machine learning tools enable scholars and students to examine large digital collections of artworks simultaneously, making it easier to trace the development of iconographic motifs across historical periods. In the focus group sessions, students indicated that such technologies help them understand connections between artists, artistic schools, and cultural contexts. These observations are consistent with the work of Lang and Ommer (2021), who highlight the value of context-aware machine learning models in analysing relationships between artistic attributes. Participants also noted that analysing surface textures and brushstroke patterns through digital scanning can reveal insights into artistic production processes, thereby enhancing the study of symbolic meaning in historical artworks.

Finally, findings from the interviews and focus group discussions indicated that AI-generated imagery has introduced new perspectives on creativity and visual interpretation in art education. Participants stated that generative technologies allow students to experiment with symbolic imagery and compare AI-generated artworks with traditional paintings. Some respondents explained that generative systems based on Generative Adversarial Networks, developed by Ian Goodfellow, can produce images that replicate traditional religious motifs after learning from large datasets. The discussions also referenced the ideas of Margaret Boden on computational creativity, suggesting that AI can recombine existing visual patterns to produce new artistic forms. Despite these benefits, participants emphasized that AI should serve as a supportive tool for visual analysis, while human interpretation remains essential for understanding the historical, cultural, and theological significance of religious iconography.

Conclusion

Art has historically functioned as an important medium through which religious beliefs, cultural values, and spiritual experiences are visually communicated. The study therefore concludes that the interpretation of religious iconography remains a fundamental component of art education because it enables learners to understand the symbolic meanings embedded in religious artworks and appreciate the historical and cultural contexts in which they were produced. Traditional interpretive approaches that rely on the expertise of art historians, teachers, and theologians continue to play a vital role in explaining the theological and cultural significance of religious symbols. However, the emergence of artificial intelligence has introduced new opportunities for analysing visual data and identifying patterns within artworks. AI technologies such as machine learning and computer vision can assist in recognising recurring symbols, motifs, and stylistic features across large collections of religious images. As a result, these tools can enrich the learning process by supporting visual analysis, expanding access to digital art archives, and helping students engage more effectively with complex iconographic traditions.

The study also concludes that although artificial intelligence provides valuable analytical support, it cannot replace human interpretation in the understanding of religious iconography. Religious symbols are deeply embedded in historical narratives, cultural traditions, and theological doctrines that require contextual knowledge and critical reflection. Consequently, AI should be viewed as a complementary tool that supports, rather than substitutes, the interpretive role of educators and scholars. The integration of AI into art education therefore requires a balanced approach that combines technological innovation with cultural sensitivity and scholarly expertise. In addition, the effective use of AI tools calls for the development of digital literacy among teachers and students, as well as interdisciplinary collaboration between art educators, computer scientists, and scholars of religion. By integrating these perspectives, art education can benefit from technological advancements while maintaining responsible and context-sensitive interpretation of religious imagery.

Recommendations

1. Machine learning based visual analysis tools should be integrated into art education curricula to support the identification and interpretation of iconographic symbols in artworks. This integration will help students develop visual literacy and analytical skills while enabling them to explore large digital collections of religious and cultural artworks for deeper iconographic understanding.
2. AI-generated artistic content should be used as a teaching resource for comparative visual analysis, enabling students to examine how symbols and motifs are recreated or reinterpreted through artificial intelligence. Educators should guide this process to ensure that students critically evaluate AI-generated outputs and relate them to historical, cultural, and theological contexts in the interpretation of iconography.

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