« Generative Artificial Intelligence (GenAI) and communication professions: professional developments, training adaptations, scientific conceptualizations »

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Automated communication has become an integral part of everyday life, especially for professionals in the communication sector. Today, a growing number of communication agencies are turning to artificial intelligence (AI) tools for various applications, such as image creation, prototype generation, chatbot-based customer interaction or even to stimulate creativity. Consequently, the main software suites available on the market now integrate AI into their features.

According to the March 2024 governmental report by the French Commission for Artificial Intelligence dated March 2024 - AI: Our Ambition for France - these technologies are expected to increase collective prosperity and contribute to improving work quality and reducing inequalities. Their analysis suggests that France's annual economic growth could double due to the automation of certain tasks. Over ten years, the increase in GDP could be between €250 and €420 billion (p. 8). However, the report remains silent on the issue of worker income: will automated content production harm workers in the symbolic sphere (Floris, 2001)? Will it further increase the share of digital labor in digital practices (Cardon, Casilli, 2015; Le Ludec et al., 2023)?

The automation of intellectual production tasks does not date from the rise of information technology (printing, planning, statistics, etc.). What is the new about this transformation? Is it a matter of scale, of performance, of accessibility? While the improvement in work quality is often emphasized, this tends to obscure the techno-social risks associated with digitalization (Oliveri and Pelissier, 2019), as well as the risks for organizations and workers and the broader issue of the reliability of automated systems and their digital "ecosystems."

It is therefore necessary to remain cautious as to the prospects announced, regardless of their source. However, we should not ignore the visible technological advances of today: language models designed to understand, generate and manipulate human language (Large Language Models LLM, GPT, BERT,..) and diffusion models, designed to analyze and create images, videos or sound (DALL-E, GLADE, VALL-E,...). These models have led to the emergence of various systems (*dispositifs*): new generations of conversational bots and voice assistants (chatGPT, Claude, Gémini, HuggingChat), image generation tools (DALL E 3, Stable Diffusion, Midjourney), video creation tools (Runwayml, Sora...) and sound creation tools (Suno, Riffusion,...).

Beyond the most publicized tools, a large number of second tier and specialized tools and "agents" are emerging in a constantly evolving landscape.

This trend is facilitating the automation of communication content production, prototyping, feedback management and client recommendations. In other words, a series of transformations is beginning for communication professions within organizations, with consequences that cannot yet be fully anticipated — all while future communication professionals must begin to acquire the necessary skills to engage with these new roles and technologies.

This call for publications aims first and foremost to explore the profound transformations induced by generic information technologies (GenAI) in the professional practices of the organizational communication sector, the appropriations that are taking place in these practices, resistance, usage and evasion or refiguration strategies and tactics, ethical issues (Domenget and Wilhelm 2017, GENIC 2022, Zacklad and Rouvroy 2022, Gaglio and Loute 2023) as well as intersectional issues (Bernheim et al. 2019, Mohamed et al. 2020, Marques 2022,) that derive from professional practice (deontology, professional ethos...) and from the practical application of AI platforms in a broader sense (origin of sources training, annotation microwork...).

Secondly, this call raises the issue of the necessary adaptations in communication training programs. Which competencies to acquire? What knowledge to mobilize? What ways to approach the issue while remaining next to to or outside/above the tools? How can future professionals develop the ability to manipulate AI tools effectively without naturalizing their use?

Finally, the call seeks to highlight research in information and communication sciences on automated communication and generative AI, focusing on professional practices and training models.

If the production of texts, fixed or moving images and web sites and their code is also facilitated, a profound re-evaluation of existing practices will begin to emerge. Artificial intelligence (AI) generators (GenAI) are radically transforming the process of creation, diffusion and reception of content. Mastering these predictive machines (Benbouzid and Cardon, 2018) is becoming therefore imperative (Buhman, 2023), as is understanding their agentivity, underlining the emergence of novel professions (prompt scripter...) while requiring an adaptation of current professionals:

- The constant innovation in this field requires a high level of technology and flexibility, qualities that are now indispensable for communicators (Collet, Maas, 2017).
- the creative agentivity (Baillargeon, 2018) guiding GenAIs, which in turn will guide the creation of texts, still or moving images, sounds, etc., will take shape in the art of the "prompt", a communicative skill to be analyzed.

- Rapid prototyping, which is already an important part of the relationship between agencies and their clients (Collet, Almeida Barros, 2018), risks becoming central and reinforcing the phenomenon of ventriloquism among target audiences and the trivialization of their content.
- the use of GenAI in communication poses important ethical questions (Bertrand, Gosselin, 2020, Zacklad and Rouvroy 2022), particularly in terms of the authenticity of information, of editorial responsibility and authors' rights, making it essential for communication professionals to have a heightened sense of ethics and the ability to navigate moral dilemmas (Catellani, Domenget, Lemoing-Maas, 2018).

Faced with these professional changes, academic institutions are confronted, on the one hand, with the need to adapt their teaching programs as they should and must do in order to integrate digital skills (social networks, algorithms, etc.), with the aim of maintaining or developing an autonomous and critical mindset in the face of the instantaneous production of automated tools and their writing regulated by mathematical models (Benbouzid and Cardon 2018, Labelle, 2019). In this regard, how can communicators take responsibility for autonomous content strategies (communication, editorial, marketing, business model, market studies and personas with AGENTGPT), visual interfaces (complete prototype production with RELUME), web sites (brand, identity and content of a site with DURABLE), mobile applications (complete application with ADALO)? How can we build a human-AI collaboration that is transformative and citizen-oriented and prepare students for the supposedly central "six skills of the 21st century" (#5C21, Romero, 2024)? On the other hand, new pedagogical strategies have been announced with the adaptation of the GenAI in the education and training sector. Different orientations are emerging based on current trends. This integration does not mean a transformation of the school or university form (Durampart, 2016, Collet et Wilhelm, 2015) in the long term, as demonstrated by the very relative success of MOOCs (Wilhelm, 2016, Acquatella, Fernandez, Houy, 2022). However, we must take into account the solutions of specifically designed courses, such as DreamBox Learning and Carnegie Learning, which seek to develop educational experiences that respond to the specific needs of learners in terms of skills, preferences and requirements in a more and more individualized fashion. At the same time, initiatives such as Khanmigo and Blackboard envision educational institutions that operate entirely online, where teaching is facilitated by avatars animated by GenAI, thus marking a significant evolution in the way courses are delivered. We would also like to mention the Nolej AI and Kuki AI platforms, which offer hybrid configurations that combine traditional face-to-face teaching with virtual learning modules, using GenAI to diversify the educational offer. Finally, a more global and less technological perspective suggests that certain innovations aim to promote innovative pedagogical methods and non-transmissive teaching formats and take better account of personal media practices (Peltier, Peraya, Bonfils, Heiser, 2022).

In order to guide the reflections and submissions, we propose the following themes, without, however, limiting the proposals to these single subjects:

- **Transformation of the communication professions:** The consequences of the generative AI on the existing communication professions can be explored through various questions: What are the emerging professions, the new skills required and how are professionals adapting to this evolution? What collective regulations and professional standards are emerging? How do these technologies redefine the creative processes in the field of communication, advertisement, content marketing, etc.? Is there a move towards the valorization of non-automated work? The question of the "capacitating caracter" of digital technology (Zacklad, 2022) also arises. Does the GenAI have a sex and what are the implications for gender (Marques, 2022)? How can corporate social responsibility and DEI efforts and AI be reconciled, given the social and environmental issues involved (CESE 2024)?

- **Adaptations and evolutions of communication training:** communication professions have been boosted by the digital age for some time (Coutant and Domenget 2015), and changes are now needed in communication training courses to integrate the teaching of skills related to generative AI. What pedagogical strategies should be adopted to prepare future professionals, as for example "reskilling" and "upskilling" (Barabel and Bonetto, 2020)? What kind of job evaluation in a digital environment (Gmyrek et al. 2024)?

- **Theoretical models and concepts for analyzing the evolution of professional practices under an automated regime** and thinking about the transformation of digital professions: what does research in information and communication sciences and media studies say (Gunkel 2020, Guzman et Lewis 2020, Hepp et al. 2023)? What models for thinking about the conception aided by AI, platform development (Bullich 2021) and big data (Bullich 2018, Desmoulins, 2018) of the communication professions are emerging? What is the political economy of automated communication? What imaginaries (Wilhelm 2021, Mitropoulou and Wilhelm, 2022) and what research models for conceptualizing GenAI and automated communication internationally (Jobin et al. 2019, Wong 2020)? What theoretical frameworks for thinking about these information and communication technologies?

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Timeline of the call :

1. April 18, 2025 : deadline for sending abstracts of 5000 characters of text (including spaces but not counting reference bibliography) in French or English to laurent.collet@univ-montp3.fr et carsten.wilhelm@uha.fr.
2. June 6, 2025 : feedback to authors.
3. September 24, 2025 before 2 p.m. CET : Reception of complete articles (30 000-40 000 characters of text).
4. November 28, 2025 : Feedback to authors on complete texts.
5. February, 28 2026 : Deadline for sending the final version of the article.