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Narrative Meaning-Making in AI-Mediated Challenge-Based Learning: A Scoping Review

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Abstract: Generative artificial intelligence (AI) is increasingly explored as a potential active participant in how learners frame, explore, and tell real-world challenges, from generating scenarios to simulating stakeholder voices and co-authoring final artifacts. Challenge-Based Learning (CBL) is a framework where students collaborate to solve real-world problems, thus appearing as an ideal environment for AI-mediated generation of narrative content. Yet, existing systematic reviews of CBL have focused on design and outcome variables rather than on the narrative processes through which learners construct meaning, leaving unclear to which extent AI narrative functions are actually documented within CBL itself. This scoping review maps how AI participates in the narrative dimension and construction of CBL's sense, following the Joanna Briggs Institute (JBI) methodology and PRISMA-ScR guidelines. Based on a Population-Concept-Context (PCC) framework, the documentary research conducted on Scopus and ERIC was screened by two independent reviewers, resulting in five studies included across twelve fully-text-reviewed articles. The results show that AI fulfills heterogeneous functions, without any study mobilizing AI to generate scenarios or simulate stakeholders, nor explicitly treating identity, voice, or imagination as analytical constructs, which confirms and clarifies the identified research gap.

Keywords: Narrative Meaning-Making; Challenge-Based Learning; Generative AI

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1. Introduction and Theoretical framework

Challenge-Based Learning (CBL) engages learners in a process of identification, framing, and processing of authentic and open-ended challenges, in collaboration with their peers, teachers, and external stakeholders (Gallagher & Savage, 2020; Malmqvist, Rådberg, & Lundqvist, 2015). Viewed from a narrative perspective, CBL can be understood as a process in which students position themselves as protagonists in the face of a real conflict, negotiate perspectives with stakeholders whose viewpoints contribute to the unfolding of the narrative, and achieve a resolution that must be told, rather than simply produced, usually through pitches, prototypes, or reports accompanied by a justification. In this way, CBL is not only a vector for problem-solving, but a place for experiential construction of meaning, in which learning becomes inseparable from the act of telling a problem, its own role within it, and the significance of its resolution (Bruner, 1990). By recounting the experience of the challenge, learners do not simply report the events:

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they interpret them and integrate them into an evolving understanding of themselves and the world. The challenge is thus experienced twice: once as an activity to be undertaken, once as a story to be constructed and told, and it is in this second stratum, often neglected, that questions of identity, voice, and shared meaning become most visible. Therefore, narration is not merely a mode of communication, but the mechanism through which experience becomes meaningful, and it is this stratum that this review interrogates in light of the growing place that artificial intelligence occupies in it.

1.1. AI in the narrative construction of meaning: a research vacuum

Generative artificial intelligence is increasingly investing in this narrative process, not merely as a simple instrumental tool, but as an instance that potentially participates in the construction of the story. Beyond its use to support research, prototyping, or feedback, AI is mobilized to generate hypothetical scenarios, simulate stakeholder voices, expand the ima ginative range of possible solutions, and, in some cases, co-author the very artifacts through which students tell their challenge and its resolution (Wei, Wang, Lee, & Liu, 2025). Recent work on AI-assisted digital storytelling illustrates this shift: generative tools have proven capable of shaping not only content, but also the emotional register and collaborative dynamics of the stories produced by students, raising the question of which voice ultimately drives the completed story (Wei et al., 2025). The existing systematic reviews on CBL (Gallagher & Savage, 2020; Doulougeri, Vermunt, Bombaerts, & Bots, 2024) remain centered on design and outcome variables, motivation, skill development, rather than on the narrative processes through which learners construct meaning. This scope-inclusive review fills this void by interrogating how AI participates in this dimension, as well as how the literature conceptualizes students' shared identity, imagination, and authorship in AI-mediated challenge experiences, an angle that has been previously addressed only tangentially by research organized primarily around the effectiveness of design.

1.2. Research questions

In this review, the narrative construction of meaning is treated not as a predetermined result, but as an analytical lens: it refers to the process by which students construct, interpret, and communicate the meaning of a real challenge and their role within it, and serves here to organize the mapping of existing data rather than to anticipate its outcomes. Three research questions guide the review:

1. RQ1: How does AI participate in the narrative construction of meaning throughout the CBL experience?
2. RQ2: How does AI mediation shape identity, imagination, and voice in the storytelling of a real challenge?
3. RQ3: How is AI positioned in relation to narrative authorship and the shared construction of meaning within CBL?

2. Methodology

The review follows the methodology of the Joanna Briggs Institute (JBI) for scoping reviews (Peters et al., 2020) and is reported in accordance with the PRISMA-ScR guidelines (Tricco et al., 2018), ensuring a transparent and reproducible account of the identification, selection, and extraction of data. The protocol was applied by two independent reviewers, with disagreements resolved by reasoned consensus.

2.1. Inclusion and Exclusion Criteria: CCP Framework

The article adopts a Population-Concept-Context (PCC) framework, in line with the JBI methodology, as the conceptual structure for defining inclusion and exclusion criteria (Table 1). Concepts related to storytelling, meaning-building, imagination, identity construction, and experiential learning inform the analytical framework and data extraction rather than acting as mandatory constraints of literature search.

Table 1. Inclusion and exclusion criteria according to the CCP framework.

Exclusion criteria	Inclusion criteria	Elements PCC
Participants not engaged in a CBL process; simulated participants or non-learners (e.g. only AI agents or stakeholders)	Learners at any level of education engaged in a CBL process, regardless of its name, in a formal, non-formal or informal context	P: Population
CBL studies without AI integration; AI used only for administrative, logistical, or non-educational purposes, unrelated to the challenge or storytelling process	Deliberate integration of an AI-based tool at any stage of the challenge cycle (scenario generation, stakeholder simulation, co-authoritative of final artifacts), including but not limited to generative AI systems	C: Concept
Published before 2018; published in a language other than English or Italian	Published in English or Italian, in peer-reviewed journals, from 2018 onward.	C: Context

2.2. Search strategy

The search chain is structured around two conceptual blocks connected by the Boolean operator AND, reflecting the two central constructs of the contribution (CBL and IA). The concepts of narrative and meaning-building are applied during data extraction rather than at the research stage, in order to avoid premature shrinkage of the corpus:

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Block 1, Challenge-based learning**:** ("challenge-based learning" OR "challenge based learning" OR CBL OR "challenge-based education" OR "project-based challenge*")

Block 2, Artificial Intelligence: (AI OR "artificial intelligence" OR "generative AI" OR ChatGPT OR "large language model*" OR LLM* OR chatbot* OR "AI tool*" OR "AI-assisted" OR "AI-mediated")

Two databases were examined, Scopus and ERIC, with a temporal filter 2018-2026 and a linguistic restriction to English and Italian (Table 2).

Table 2. Databases queried and records retrieved.

Recovered Records	Applied filters	Database
N= 173	2018–2026; articles, conference proceedings; anglais, italien	Scopus
N= 170	Peer-reviewed only; journal articles; 2018+; English, Italian	ERIC
N= 343	-	Total

2.3. Selection process and inter-rater agreement

The screening followed the PRISMA-ScR guidelines in two phases: (1) screening of the title and abstract by two independent reviewers applying the PCC criteria; (2) assessment of the full-text eligibility of the records that passed Phase 1. Of the 343 records identified (173 Scopus + 170 ERIC), 3 exact duplicates were removed. Of the 47 records submitted for title/abstract screening (41 Scopus + 6 ERIC), the gross inter-rater agreement was 38/46 (39/47 including a later detected inter-base duplicate), or 83%, with a Cohen κ of 0.64, corresponding to a "substantial" agreement according to Landis and Koch (1977). The 8 initial disagreements were resolved by consensus; in 6 out of 8 cases, the second reviewer was stricter on criterion (b), AI as a tool integrated into the challenge cycle versus AI as simple content or disciplinary context.

34 records have been excluded at this stage, leaving 13 records eligible for full-text. One of them (Jauhari, Ardiansyah, & Agustianingsih, 2026) was found independently in Scopus and ERIC, so these two occurrences were merged into a single study: the corpus actually evaluated in full text therefore includes 12 unique studies, 6 of which were initially classified as "Include" and 6 as "Maybe" at the end of the title/abstract screening.

2.4. Data extraction and analysis framework

The data extraction focused on the educational level, the disciplinary domain, the narrative or communicative function fulfilled by the AI within the challenge cycle (scenario generation, stakeholder simulation, co-authoritality of the final artifacts), the theoretical framing mobilized, the research design, as well as the

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opportunities or tensions reported in relation to the AI-mediated storytelling of the challenge. Particular attention was paid to the question of whether AI is presented as broadening the imaginative range and narrative agency of students or, conversely, as homogenizing the narratives they construct about themselves and the problems they face, this dimension operationalizes the perspective of meaning-building introduced in Section 1.

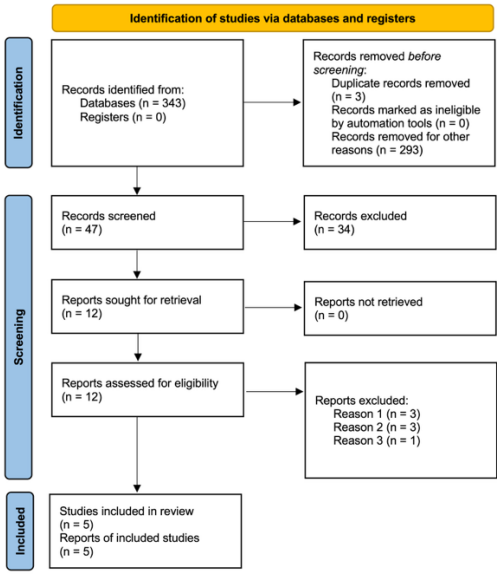
A complementary distinction was extracted between AI as a narrative resource, expanding the range of scenarios and voices for students to rely on, and AI as a co-author, directly shaping the content and structure of the narrative that the student ultimately claims as their own, a distinction still largely unexplored in current CBL research. The extraction finally explored how the literature addresses issues of narrative authenticity, are student-constructed narratives recognized as authentically theirs when substantially shaped by AI-generated content, as well as the balance between higher education and school contexts, given the underrepresentation of the latter already reported in the CBL literature (Gallagher & Savage, 2020; Doulougeri et al., 2024).

Within this framework, 'authorship or voice' specifically denotes whether learners are credited as co-authors of the narrative or argumentative artifacts produced during the challenge (e.g., a written justification, a final report, a pitch), and whether their individual or collective voice is explicitly acknowledged within the resulting text, as distinct from AI merely performing a technical, administrative, or tutoring function within the challenge cycle.

3. Results

The complete process of identification, screening and selection of studies is summarized in Figure 1, in accordance with the standard PRISMA-ScR reporting categories.

Figure 1. Records flow according to PRISMA-ScR.



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3.1. Reasons for full-text exclusions

Of the 12 studies evaluated in full text, 4 had initially received a "qualified" decision (Elizondo-García et al., Jauhari et al., Liang et al., Maksum et al.). Each was resolved by the two reviewers with explicit motivation. Jauhari et al. (2026) was confirmed included: the "Challenge-Based STEM Context Learning" model mobilized has an autonomous and cited theoretical filiation, not a simple label of convenience, and AI fulfills a real function of differentiation and feedback within the process. The other three decisions were reversed to exclusion. Elizondo-García et al. (2025) was excluded because the population criterion does not stand up to stricter scrutiny: CBL is only declared at the level of the course model, while the activities described are individual research work. Liang et al. (2026) was excluded because its CBL model remains purely conceptual, without systematic verification, and the empirical data collected do not concern either CBL or AI in the sense of the protocol. Maksum et al. (2026) was excluded in consistent application of the "case-based learning ≠ challenge-based learning" rule, already used for twelve excluded records in the title/abstract screening phase: the acronym "CBL" refers to case-based learning, not challenge-based learning, despite a four-phase cycle structurally close to a challenge. Table 3 summarizes the reasons for the seven final exclusions in full text.

Table 3. Reasons for exclusion of full-text studies.

N studies	Reason for exclusion (full text)
3 (Cornejo Paredes et al.; Elizondo-García et al.; Maksum et al.)	Participants not engaged in a CBL process
3 (Bobkina & Domínguez Romero; Kocsis et al.; Lusi et al. - frame Genesis)	Lack of deliberate integration of AI into the challenge cycle
1 (Liang et al.)	Purely theoretical or conceptual, with no case or empirical instance reported
0	Outside of time period, ineligible language, or other reason

The case of Lusi et al. (Genesis framework) deserves special mention: it is an authentic and well-operationalized CBL device (473 learners, three programs, explicit reference to Gallagher & Savage, 2020), in which a large language model is mobilized exclusively by curriculum designers, for labor market analysis, skills mapping and content writing, without ever intervening in the challenge cycle as experienced by the learners. This case made it possible to explain, in the final protocol, the distinction between "AI in curriculum design" (excluded) and "AI in the challenge cycle" (included).

3.2. Characteristics of included studies

The five included studies cover a variety of educational and disciplinary contexts, from higher education in engineering to secondary school, as well as heterogeneous forms of AI, ranging from generalist generative AI to specialized non-generative algorithms. Table 4 provides a comparative summary by educational level, type of AI, phase of the challenge cycle concerned, function performed by AI, and the treatment of learners' authorship or voice.

Table 4. Comparative summary of the five included studies.

Authorship / Voice	Function of AI	Cycle Phase	Type of AI	Level and context	Studies
Justification of use evaluated; voice not analyzed	Co-authoring of the report; support for ideation	Ideation, report, justification, budget, visual	Generalist generative AI (ChatGPT, Copilot)	Higher education, bachelor's degree; mechanical engineering (Spain)	Navarro-Arcas et al. (2025)
Accountability and human validation	Code co-production	All technical phases	Generalist generative AI (free choice)	Higher education, master's degree; logistics (Spain)	Boluda-Prieto et al. (2026)
Voice within the team (safe space)	Social mediation	Team training	Team formation algorithm (non-generative)	Non-formal, youth, online	Georgara et al. (2025)
Not addressed	Tutoring and feedback	Performing tasks	Responsive AI website	Secondary (Cycle 1), Mathematics (Indonesia)	Jauhari et al. (2026)
Not addressed (team authority over the	Technical tool for modeling and data analysis	Solution development	Applied AI / Machine Learning (neural networks,	Higher education, last semesters; civil, industrial, mining engineering	Coelho et al. (2024)

Author-ship / Voice	Function of AI	Cycle Phase	Type of AI	Level and con-text	Studies
solution)			images), non-textual generative	(Chile)	

3.3. Cross-cutting outcomes

Several cross-cutting findings emerge from the included corpus. First, AI performs heterogeneous functions according to the studies: textual co-authoring (Navarro-Arcas et al.), code co-production (Boluda-Prieto et al.), team-building algorithm (Georgara et al.), adaptive tutoring (Jauhari et al.), and technical modeling tool (Coelho et al.). No study uses AI to generate scenarios or simulate stakeholders, the two narrative functions most directly relevant to the research questions in this review. Second, the co-authoritality of a narrative or argumentative artifact appears only in Navarro-Arcas et al. (report and written justification); in Boluda-Prieto et al., co-authoritality concerns code, not narration. The exclusion of Liang et al., whose conceptual model envisioned AI as a "fallible adversary" close to RQ3, deprives the corpus of its only potential case of an AI-generated narrative antagonist, a limitation that should be explicitly noted. Third, no study treats identity, voice, imagination, or narrative homogenization as analytical constructs in their own right. The closest dimensions are the justification for the use of AI (Navarro-Arcas et al.), accountability (Boluda-Prieto et al.), and voice within the team (Georgara et al.).

Fourthly, the distribution by educational level confirms, on a small corpus, the imbalance already reported in the general CBL literature: three out of five studies are in higher education in engineering (Navarro-Arcas et al., Boluda-Prieto et al., Coelho et al.), one in secondary education (Jauhari et al.) and one in non-formal education (Georgara et al.). Finally, the five included studies all present minor internal numerical inconsistencies (discrepancies between tables and text, numbers not exactly agreeing) which do not affect their eligibility under the CCP framework, but which call for caution in the reporting of quantitative data extracted from this corpus.

4. Discussion

4.1. RQ1: The participation of AI in narrative construction

In response to RQ1, AI's participation in the narrative construction of meaning in the included corpus remains largely indirect and instrumental. AI is involved in the writing of deliverables (report, justification), in code production, in team composition or in tutoring, but never in the generation of hypothetical scenarios or in the simulation of stakeholder voices, the two functions that the adjacent literature on AI-assisted digital storytelling (Wei et al., 2025) identifies as the most likely to directly shape the narrative and emotional register of the narratives produced by students. This observation suggests that, in the empirical field of CBL as it is

currently documented, AI remains confined to a role of peripheral support to the narrative rather than an active participant in its construction, a result that nuances, without contradicting it, the initial theoretical framing of the article.

4.2. RQ2: Identity, Imagination and Voice

Regarding RQ2, none of the five included studies explicitly mobilizes the notions of identity, imagination, or voice as categories of analysis. The dimensions that come closest to it, the justification for the use of AI required of students in Navarro-Arcas et al., accountability documented in Boluda-Prieto et al., the perception of a safer relational space in Georgara et al., address issues of agency and responsibility without explicitly linking them to identity construction or narrative imagination. This result is consistent with the research vacuum identified upstream: the empirical literature on AI-mediated CBL remains structured by design, efficiency, or compliance concerns, rather than by a narrative or identity lens.

4.3. RQ3: Narrative Authority and Shared Meaning

In the case of RQ3, the question of shared narrative authority finds only one directly relevant instance in the included corpus: the co-authoring of the final report in Navarro-Arcas et al., where the use of generative AI is explicitly evaluated, the justification for its use accounting for 15% of the evaluation grid, without the question of authoritality, i.e. who, the student or the tool, "owns" the story produced, is theorized as such. The exclusion of Liang et al., whose conceptual model envisaged AI as a fallible antagonist within the narrative of the challenge, deprives the article of its only close case of an explicit conceptualization of AI as a narrative instance with a form of agency of its own, an avenue that future literature would benefit from exploring empirically.

5. Implications for Research and Practice

The results invite us to distinguish more clearly, in future work on AI-mediated CBL, the instrumental function of AI (writing, coding, tutoring, logistics) from its strictly narrative function (scenario generation, voice simulation, co-construction of an antagonist or a dramatic issue). This distinction, absent from the current corpus, constitutes a directly actionable line of research, currently documented only in the adjacent literature on digital storytelling (Wei et al., 2025). On a practical level, the almost general absence of attention to identity, voice and narrative authenticity in the devices reviewed suggests a design margin that is still largely untapped: documenting, in the design of the device itself, the way in which students are invited to appropriate, rather than simply validate or justify, the narratives partially produced by AI. The case of Navarro-Arcas et al. (2025), where the justification for the use of AI is explicitly evaluated, offers a first operational model that can be transferred to other disciplinary contexts.

6. Limitations

Several limitations should be noted. The size of the final corpus (five studies) limits the scope of generalizations, in particular regarding the distribution by educational level and disciplinary field, where higher education engineering is overrepresented. The literature search was limited to two databases (Scopus, ERIC)

and two languages (English, Italian); relevant studies published elsewhere (Web of Science, IEEE Xplore) or in other languages may have escaped screening. As noted in Section 5.4, the five included studies have minor internal numerical inconsistencies, which does not affect their PCC eligibility but calls for caution in reporting their quantitative data. Finally, the rule distinguishing between case-based and challenge-based learning, although applied consistently, is based on interpretive judgement which, despite substantial agreement ($\varkappa = 0.64$), does not eliminate any residual subjectivity.

7. Conclusions

Rather than asking whether AI simply makes CBL artifacts more engaging, this review examines the conditions under which AI-mediated storytelling preserves, or risks eroding, the imaginative agency, identity, and appropriation of meaning that students construct around a real-life challenge. The available corpus, although restricted to five studies, reveals a marked functional heterogeneity of AI within the challenge cycle and an almost general absence of theorizing of the narrative and identity issues that this heterogeneity nevertheless raises. In particular, RQ3 (concerning AI's positioning relative to narrative authorship) proved too specific for the current empirical landscape: with only one near-relevant case and no study explicitly theorizing AI's narrative agency, the field has not yet developed the conceptual vocabulary this question presupposes. This should be read as a finding in its own right rather than a shortcoming of the review.

In this sense, this review offers a first empirically based mapping of a design space in which AI is not only a problem-solving aid, but an increasingly active participant in the way students come to understand, tell, and claim the authority of their own learning, a shift that the current CBL frameworks, built primarily around motivation and task design, are not yet fully equipped to describe.

AI Statement: Generative AI tools were used to check grammatical accuracy and the overall structural coherence of the manuscript. All scientific content, analysis, and interpretation are the authors' own; AI-assisted edits were reviewed and approved by all authors, who take full responsibility for the accuracy and integrity of the final text.

Author Contributions: Dipace, A.: Introduction and Theoretical Framework (§1); Tinterri, A.: Methodology (§2); De Vivo, B.: Results and Discussion (§3–§4); D'Amico, L.: Implications, Limitations and Conclusions (§5–§7). All authors reviewed and approved the final version of the manuscript.

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