



Datajournalism & AI Taskforce

Cluj, October 16, 2024

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Agenda

- Goals of the Taskforce
- AI Teaching at:
 - AP University College, Antwerp, BE
 - Babeş-Bolyai University, Cluj, RO
 - Southampton Solent University, Southampton, UK
 - Hogeschool Utrecht, NL
 - Universitat Central de Catalunya, ES
- Discussion; next steps



Taskforce goals

What can we do ...?

- What can we do as a low-intensity Taskforce to *enhance and facilitate Journalism teaching in AI, LLMs*?
- Sharing best practices, concerns, questions
- Towards a set of EJTA-guidelines?



Teaching AI

Teaching AI at AP University College, Antwerp



**AP HOGESCHOOL
ANTWERPEN**

AI @ AP University college – 2024-2025

- Uniform communication and guidelines for students and teachers
- Use cases typology
- Teaching AI

Communication and guidelines: principles

- AI *integrated* as much as possible in programme
- A Journalism Department should have *its own AI-guidelines*
- *AI-detection doesn't work*; let's not waste our energy on it
- It's more about *creating a culture*
- Guidelines will *evolve*

Guidelines for AI use:

Must – **May not** – **Recommended** – **Discouraged**

For each course and within a course, perhaps per assignment or task, your teacher will provide guidelines on where you **should** use AI, where you **may not** use AI, where the use of AI is **recommended**, and where the use of AI is **discouraged**.

These guidelines are included as completely as possible in the Study Guide of the course. Read them thoroughly. If in doubt, consult your teacher in advance.

Teachers: Inventory of AI use per course

| | OLOD | Opdracht | AI | Wat willen we student bijbrengen? | Hoe? | Evaluatie | Afspraken en regels |
|------|------------------|--|------------------|--|---|--------------------------|--|
| 3JOU | Reporting Europe | Research assignment individual + group | Verplicht | Potential and limitations of AI as research tool | Use AI for angles, analysis, ITV-questions, | Quality of (AI-)research | Attach the full chat session with the AI chatbot to your assignment. Include your own prompts. Make a short critical analysis of the added value of AI for your research |

AI detection

Your Text is AI/GPT Generated



The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to



Ethan Mollick ✓

@emollick



Teaching a class on prompting, and, once again, after a few rounds of prompts, my students find the big AI writing detectors say their AI work is written by humans.

Your AI detection tools are only identifying the bad AI users (and falsely accusing many others). Don't use them!

7:45 PM · Jan 24, 2024 · 37.3K Views

AI for Journalism: Use cases typology

- For research and analysis
- For productivity
- For creativity
- As your personal tutor
- As a writing aid

AI for research and analysis

- From now on: First question (and super important skill in itself):
- For [this research question], I use:
 - Google?
 - Wikipedia?
 - ChatGPT?
 - Other sources?

Research use cases

| Research | Google | Wikipedia | LLM (ChatGPT-4) | Other |
|---|--------|-----------|--------------------------------|---------|
| Links | X | | | |
| In-depth analysis: compare; contrast; provide context (historical, ...); combine; explainers for [target group]; on the one hand ... on the other hand; perspectives; <i>“for completeness”</i> | | | X | X |
| Basic facts and background information | | X | X | |
| Scope, (political) affiliation, style, ... | | | X | |
| Background information on obscure topics | | X? | X | |
| References | | | Perplexity <i>Consensus</i> | |
| Lists of facts that are difficult to Google | | | X | |
| Interview questions | | | X | |
| Step-by-step explanation, manual | | | X | YouTube |

Teaching AI (in course Research, 1st year)

- Short intro on how LLM's work
- Practice in class + assignments, focused on AI for research & analysis
- Prompt engineering?

Prompt engineering?

But there is good news. For most people, worrying about optimizing prompting is a waste of time. They can just talk to the AI, ask for what they want, and get great results without worrying too much about prompts. In fact, almost every AI insider I speak to believes that “being good at prompting” is not a valuable skill for most people in the future, because, as AIs improve, they will infer your intentions better than you can. If you want to get better results until then, just try the simple approaches above and then work with the AI until you get what you want.

Teaching AI at Babeş-Bolyai University, Cluj

FSPAC's regulations for using AI

Flavia Țăran

Department of Journalism and Digital Media

FSPAC & AI

fspac.ai

- › regulations for using AI
- › external tools
- › concept simplification
- › quiz questions generator
- › research development
- › feedback
- › course updates

The screenshot displays the FSPAC ai website interface. At the top right, the logo "FSPAC ai" is visible. Below it is a dark red navigation grid with the following items:

| | | |
|-------------------------------|------------------------|---------------------------|
| Regulamente de utilizare a AI | Tool-uri externe | Simplificator de concepte |
| Generator teste grilă | Dezvoltarea cercetării | Feedback AI |
| Actualizare cursuri | | |

At the bottom of the page, there are two dark blue buttons with white text:

- Ghidul studentului de utilizare a AI
- Ghidul profesorului de utilizare a AI

The AI adopters

AI-driven insights **foster innovation** in research development, making academic work more impactful.

Even imperfect tools **encourage critical analysis**, as users must verify AI-generated content, enhancing their research skills.

As AI tools evolve, **their accuracy improves**, offering increasingly reliable support in academic tasks.

The AI skeptics

The research development tool often **fabricates information**, undermining trust in AI-generated content.

Inaccurate tools can lead to **flawed academic work** and spread incorrect information.

Even as AI improves, **biases and errors remain**, making reliability a constant challenge in specialized academic tasks.

FSPAC & AI guidelines :: for students

FSPAC believes that these new technologies **can and should be integrated** into our activities, students and teachers alike.

However, their use must be based on rules that are **compatible with academic ethics and the objectives** of the academic community to which we all belong.

- › Defining the terms
- › Limitations of a chat bot

FSPAC & AI guidelines :: for students

Possible uses:

- › summarizing material or extracting main ideas
- › creating a plan for learning a more complex topic
- › translating texts from a language you don't master
- › creating quizzes or check questions on a particular topic
- › correcting texts for grammar or style
- › providing feedback on essays or reports

FSPAC & AI guidelines :: for professors

“ Ethical considerations

The use of AI in education must be based on **sound ethical principles**, ensuring that **technology does not replace critical thinking and human creativity**.

Professors should promote **academic integrity**, ensure **transparency of source**, and use AI to support, not replace, human interaction and personalized feedback.

FSPAC & AI guidelines :: for professors

AI can serve professors in multiple ways, such as:

- › creating personalized learning materials
- › simulations and role-playing
- › complementary assessment of students' work, providing instant feedback and suggestions for improvement
- › virtual learning assistants to answer students' questions 24/7
- › sentiment and tone analysis in written or online communication
- › data analytics and research

The facts :: professors & students

Attempts **to ban AI**, such as blocking websites or using detection software, are not foolproof.

AI detection tools can lead to **false accusations**, complicating instructor-student relationships and proving ineffective due to their limitations.

Educators worry about students' **reduced ability to engage deeply** and develop critical thinking when AI shortcuts are available.

The facts :: professors & students

Studies show that active learning, **even if uncomfortable**, leads to better retention than passive lecture methods.

Relying on AI could limit “**desirable difficulties**” or challenging tasks, which are important for deeper learning.

Students can use AI responsibly for guidance or risk misusing it to **bypass essential learning**.

AI tools can offer **shortcuts**, but they may reduce opportunities for active, engaged learning (e.g., always relying on Google Maps for navigation will affect your spatial skills and you will never know how to navigate without).

What now?

Flavia Țăran

Department of Journalism and Digital Media

Teaching AI at Southampton Solent University



GEN-AI IN THE CLASSROOM

FILM & MEDIA



Will Cope



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ASSUMPTIONS

Elephant in the room!

Everyone has used it

Everyone *is using* it

Everyone *will continue* to use it in increasingly embedded ways

= *Part* of our job is to help students come to terms with this paradigm technology...

...and sharpen the baseline critical skills that will allow them to use it intelligently and productively into the future



**What we 'taught' in
2023...**

CHATGPT CRASH COURSE

- Probability-based 'Large Language Model'
- Beware "Hallucinations"
- SiSo – use prompts effectively
- Great for: a) idea-generation; b) hyper-focused search; c) language help...
- NEVER ask it to do your work for you
- So.....
- I invited students to run their own past work (essays and journalism) through it and manipulate it in specific ways
- This led to discussion about effectiveness and best practice



What we've learned in 2024



- Everyone is trying to understand how GenAI can be seen as a 'tool' to improve productivity...inc. *students and teachers!*
- Those who are doing it badly are seeing it as a 'tool' to get work done quickly without engaging brain
- Those who are doing it well are considering seriously how it might advance the quality of their work
- Widespread adoption is inevitable. "Everyone seems to be worrying that ChatGPT can produce an essay or coursework that will pass exams, but what that means is that educators need to adapt and say, 'OK, what can we do with that?'" ([Watson 2023](#))
- Computer scientists are migrating to ChatGPT for basic search. It's largely trusted!
- Linguistic patterns, particularly around structure, are beginning to be identified as tell-tale signs of use...complementing the 'gut feel' that assessors have



POLICY

Institutional policy is new

Encourages open communication with students

Prohibits inputting of proprietary content, i.e. assessment briefs, student essays, research data should not be input

Course teams need to have a line with is both consistent with university policy but also at the course-team level, i.e. they need to hear approximately the same message from all lecturers

In Sports Journalism, we broadly agree that:-

- Assessment briefs should specify general fair-use policy
- Discussion with students should be had at the start of the semester
- Integration of ChatGPT around learning tasks in the classroom – reflection and discussion
- Cutting and pasting work from ChatGPT prohibited without attribution



PLEASE BE AWARE

P. GenAI (ChatGPT) is not a source of content or knowledge. It is a tool. Like all tools, GenAI may be used effectively or may be misused.

- GenAI is an imperfect tool. It can, and does, get things wrong, and it does make things up. You must critical assess everything that the tool produces for you.**
- Specific factual claims should be independently verified. You are journalists. Verification of all sources is key. • GenAI can be referenced in the usual way. There is advice on how to do this here.**
- The university is rolling out a new AI policy and will be providing training and support around this. You should engage with any training that is offered to you.**



ACCEPTABLE

You may use GenAI to ask questions and find preliminary answers.

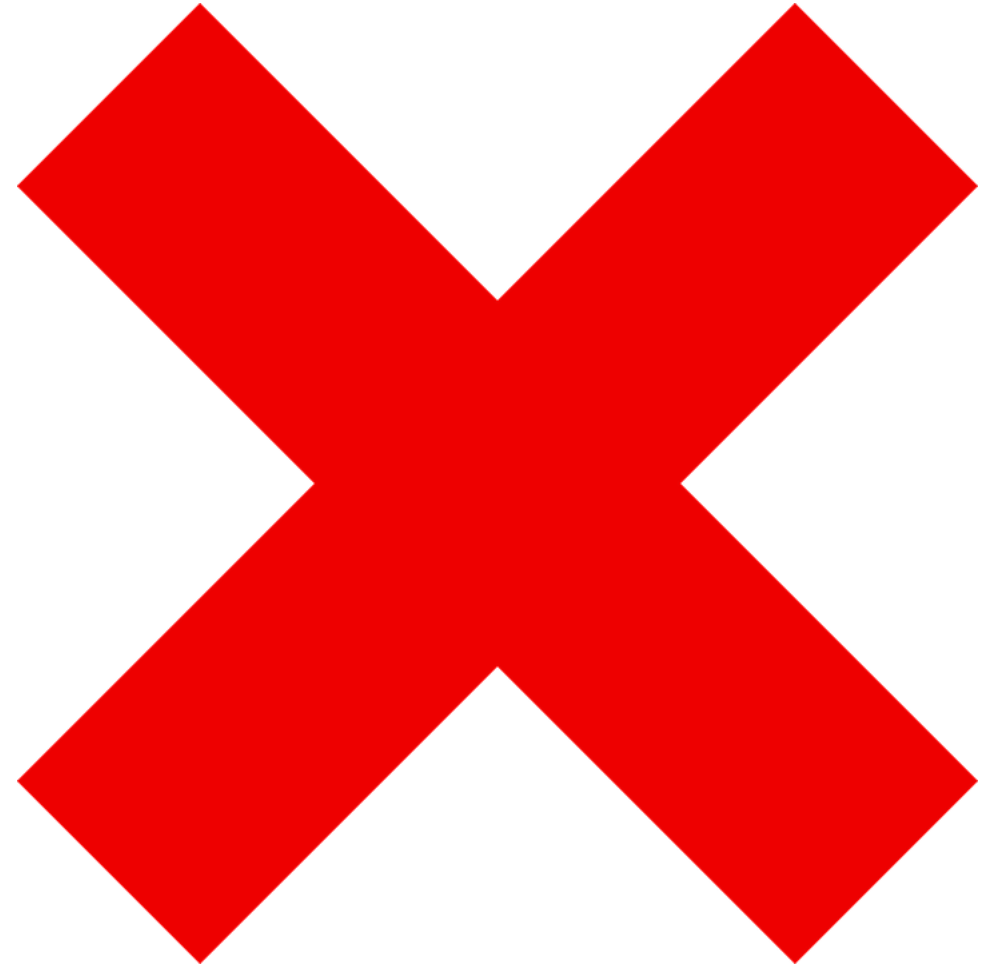
- You may use GenAI to help you understand third-party content. However, it is essential you independently engage with that source as well. GenAI should be a supplement to, not a replacement of, your learning.
- You may use GenAI to solve specific problems or generate general advice (e.g. “I have been asked to do a vox pop – what does a vox pop mean and what is the best way to do one?”)
- You may use GenAI to help with language
- If you have used GenAI to discover any specific facts, or generate any passages of text, which end up in your final summative work, you should reference the source in the usual way. See further advice on this here.
- If you are undertaking assessed group work, your individual use of GenAI should be clearly agreed with groupmates. This agreement should be disclosed to your lecturer.



UNACCEPTABLE

You should never ask GenAI to produce work which is cut-and-paste into summative assessment work without attribution. This would represent Academic Misconduct and be sanctioned accordingly.

- You should never input proprietary information/data which does not belong to you (i.e. do not upload an Assessment Brief, or information from SOL, inc. Powerpoint slides, without express permission from your lecturer). This would represent Academic Misconduct and be sanctioned accordingly.**
- You should not solely rely on GenAI to paraphrase or summarise content from third-party sources (see above). It is wrong to claim to have read/watched something based only on a GenAI summary.**



GEN-AI IN THE CLASSROOM

FILM & MEDIA



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**Southampton
Solent
University**

ANY
Questions?





Integrating AI in the Journalism curriculum



| | Korte termijn <i>Docent</i> | Korte termijn <i>Student</i> | Lange termijn <i>Docent</i> | Lange termijn <i>Student</i> |
|---|---------------------------------------|--|---------------------------------------|--|
| Kennis en bewustzijn | Community of practice | | | BA project-onderwijs (jaar 1, 2, 3) |
| | Journalistiek-en-ai.nl | Journalistiek-en-ai.nl | | MA Data Driven Journalism |
| | Workshop Prompting | Workshop Prompting | | |
| | | Honours | | |
| Kritisch bevragen | | Honours | | BA projectonderwijs (jaar 1&2) |
| | | | | MA Data Driven Journalism |
| Trainen voor journalistieke doeleinden | | | | BA projectonderwijs (specialisatie) |
| | | | | MA Data Driven Journalism |

ik wil... ai begrijpen journalistieke voorbeel



<https://journalistiek-en-ai.nl/>



Teaching AI at Universitat Central de Catalunya

AI at Universitat Central de Catalunya

- Ongoing discussions at the Rectorate level on how to regulate AI in academic outcomes
- No formal guidelines yet
- Three specific initiatives underway

AI-initiatives at Universitat Central de Catalunya

1.- Final Thesis regulations

Included explicit reference to AI in Final Thesis guidelines.

Students are allowed to use AI tools in the preparation of their thesis, provided these tools serve an instrumental purpose for applied tasks. If students choose to utilise AI tools (without academics specifying which ones), they are required to cite them appropriately in their final submission.

AI-initiatives at Universitat Central de Catalunya

2.- New Elective Module

We are actively rethinking our elective subjects/modules within the Journalism degree. We are planning to introduce a new elective module titled “Artificial intelligence and Journalism” valued at 6 ECTS, which we hope to launch in the 2025-2026 academic year.

AI-initiatives at Universitat Central de Catalunya

3.- Social Media Module

In our current Journalism syllabus, we offer a subject/module on “Social Media” where students are allowed to use various tools (such as ChatGPT and Consensus) for their academic projects. The students employing these tools must inform the lecturers about their logical thought process, especially the Prompts they used.

Discussion, questions

A futuristic AI research laboratory with a central robot and various data displays. The room is filled with people working at laptops, and the walls are covered in digital information. A large robot with a glowing blue core and wings stands in the center, surrounded by various data visualizations and screens. The text "AI JOURNALISM" is visible on one of the screens. The overall atmosphere is high-tech and collaborative.

Participate in the EJTA AI Taskforce?
Access to the Google Drive?

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