



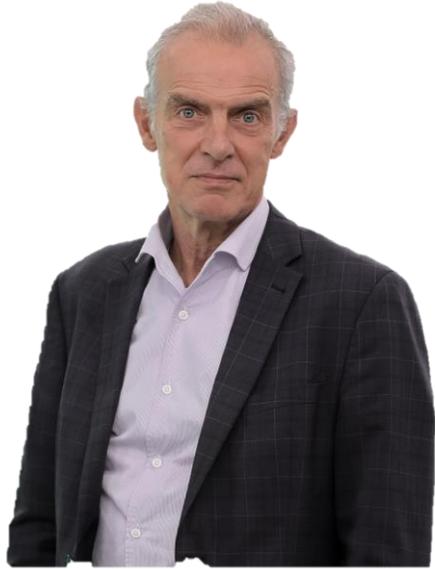
Teaching AI in journalism schools

The European Agora for Journalism

November 22 2024

frederik@marain.be





frederik@marain.be

Frederik Marain

- MA Philosophy; MA Economics
- De Standaard, Economics editor
- Planet Internet, Director Media
- MBA (Vlerick)
- Self-employed consultant (digital strategy & organisation)
- Teacher Journalism, Communication (AP University College, VUB)
- Coordinator of the *EJTA Taskforce AI and Data Journalism*

Introducing EJTA



Eighty Journalism Schools, thirty countries across Europe,
working together to improve journalism education in Europe

ejta.eu

Some EJTA activities



MEETING TWICE A YEAR AT A
MEMBER SCHOOL
AD HOC COOPERATIONS (BIPS)



EJTALKS (ONLINE)



TARTU DECLARATION
(FRAMEWORK FOR
JOURNALISTIC COMPETENCIES)



EUFACTCHECK



EJTA TASK FORCES

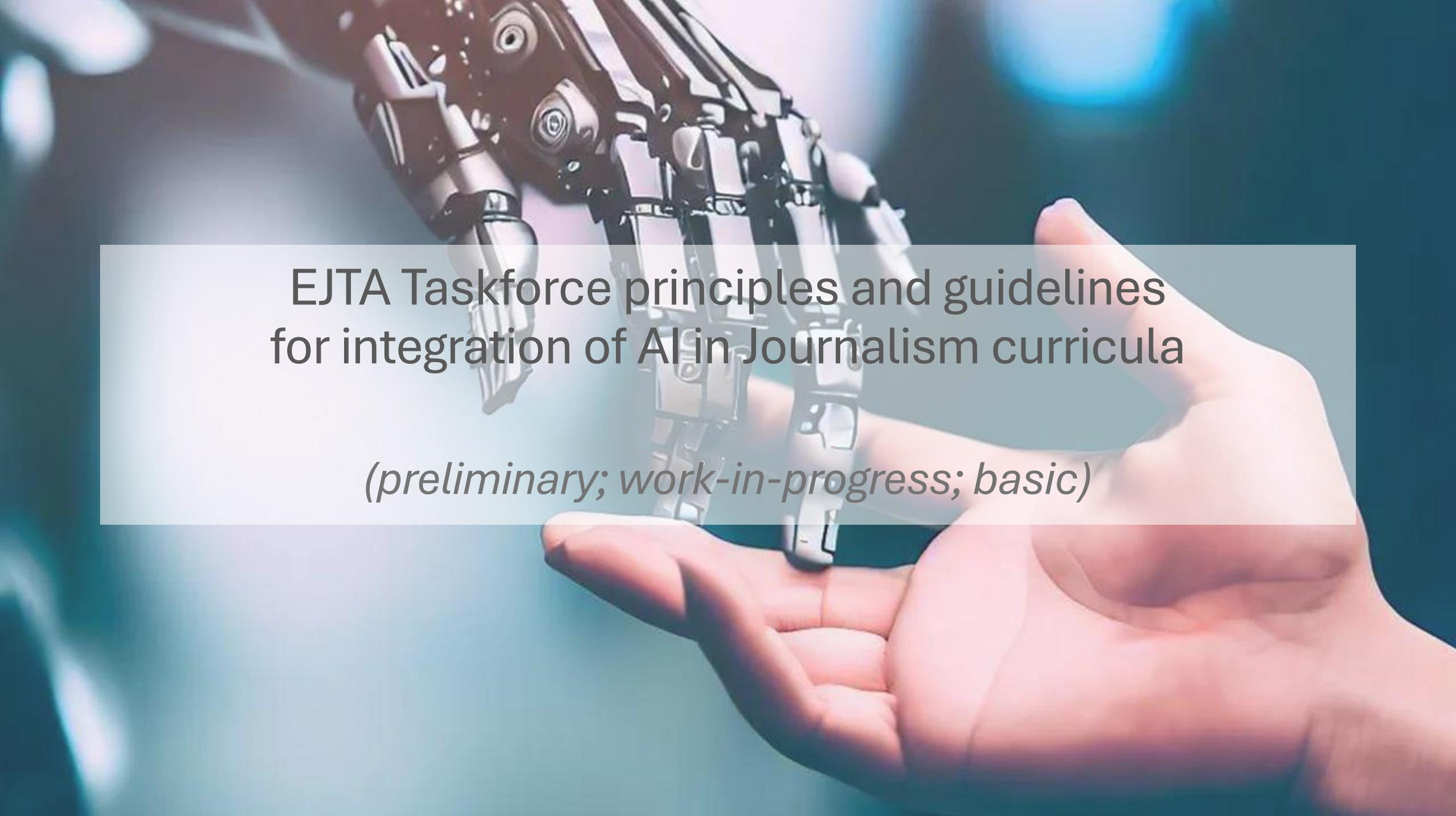
EJTA Taskforce AI and Data Journalism

As a community of practice:

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

AI in Journalism schools' curricula

Survey and interaction



EJTA Taskforce principles and guidelines
for integration of AI in Journalism curricula

(preliminary; work-in-progress; basic)

EJTA Taskforce principles and guidelines

Integrate AI in curricula

Yes

Prompt engineering?

It's a debate ...

Journalism schools need **own**, journalism-specific, guidelines and agreements

Yes

Use of AI as a “writing aid” in Journalism schools

Discourage

Use of AI-detection tools in Journalism schools

No

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.

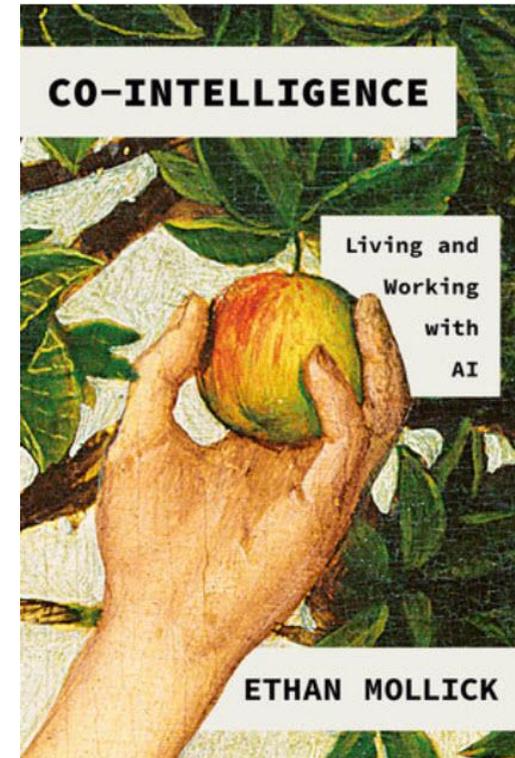
Your AI detection tools are only identifying the bad AI users (and falsely accusing many others). Don't use them!

7:45 PM · Jan 24, 2024 · 37.3K Views

AI as a “writing aid” ?

Prompt engineering is overrated ...?

*“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.” (Ethan Mollick)*



Two best prompts for mathematical problem (Llama 2)

*Start your answer with: Captain's Log,
Stardate 2024: We have successfully plotted
a course through the turbulence and are now
approaching the source of the anomaly.*

*The life of a president's advisor hangs in the
balance. You must now concentrate your
brain at all costs and use all of your
mathematical genius to solve this problem*

Prompt engineering nonetheless ...?

*“**Naive prompting** leads to bad outcomes, which convinces people that the LLM doesn’t work well, which in turn means they won’t put in the time to understand good prompting.”*

Prompt engineering nonetheless ...?

*“**Naive prompting** leads to bad outcomes, which convinces people that the LLM doesn’t work well, which in turn means they won’t put in the time to understand good prompting.”*

Student1:

*“I will definitely still use AI but **for simpler things.**”*

Student2:

“When exactly is the next poetry week in Belgium?”

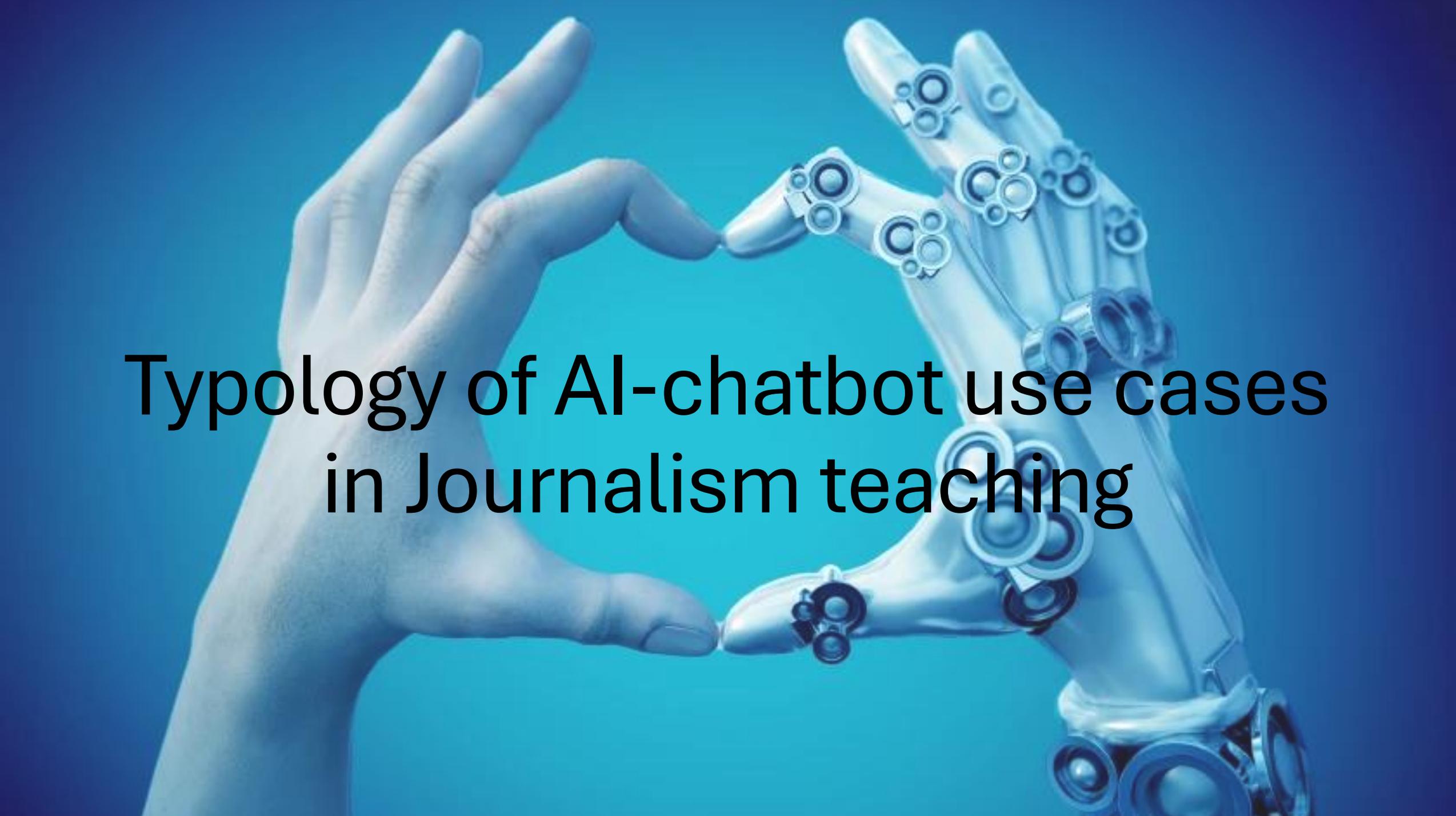
Prompt engineering nonetheless ...?!

Student3 (research note for an article on Voices)

“How does choral conducting differ from orchestral conducting?”

Follow-up:

“What is the hardest part about conducting a choir?”

A human hand on the left and a white, articulated robotic hand on the right are positioned as if they are about to shake hands. The background is a solid, light blue color. The text is centered over the image.

Typology of AI-chatbot use cases in Journalism teaching

AI use cases in Journalism teaching



PRODUCTIVITY



RESEARCH
AND ANALYSIS



CREATIVITY



PERSONAL
TUTOR



WRITING
ASSISTANT

Productivity

- Speech to text transcription
- Distillation of topics and quotes (from transcripts)
- Summaries?
- For teachers: student evaluations? (DEMO)

Evaluation of an interview assignment

Transcript of 7' interview (Whisper)

```
# Import the openai Library
from openai import OpenAI

# Create an api client
client = OpenAI(api_key="sk-efxv1Qx2gP050KabAmTcT3B1bkFJCQzW7q5d01aa1wQ1vBz")

# Load audio file
audio_file = open("./KINT1_1JOUB_Emmeline_Moyson_ac24-25.mp3", "rb")

# Transcribe
transcription = client.audio.transcriptions.create(
    model="whisper-1",
    file=audio_file
)

# Print the transcribed text
print(transcription.text)
```

Dus de beslissing van het Grotwettelijk Hof, met die einddatum, wat betekent dat vo

25s completed at 16:09

Evaluation (ChatGPT-4o)

questions or the interviewee's responses.

INTERVIEW by Emmeline Moyson.docx
Document

Here is the transcript of the interview.

Based on the transcript provided, here's an evaluation of the interview, scored out of 20, considering key journalistic criteria:

Criteria and Evaluation

1. Relevance of Topic (4/4)
The ●

ChatGPT-4
(1')



Audio

Transcription

Topics

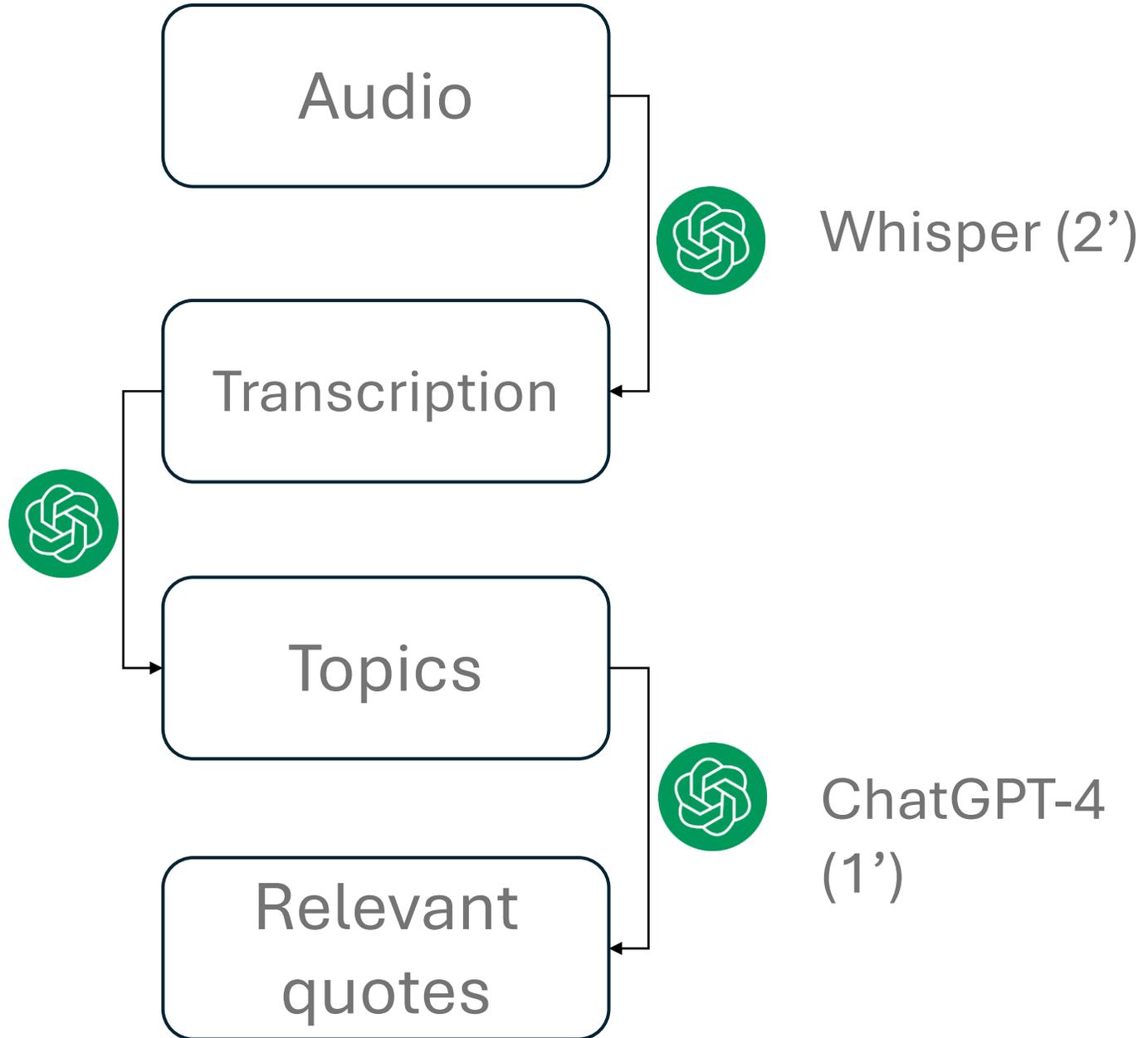
Relevant
quotes



Whisper (2')



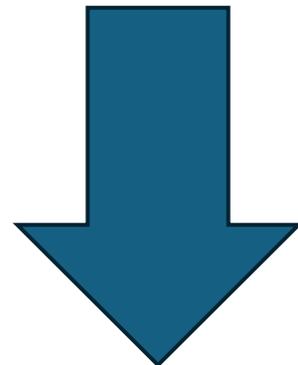
ChatGPT-4
(1')



Research and analysis

Main skill to be developed?

For this [research/analysis] I use ...



Research or analysis use case	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; “for completeness”			X	X
Basic facts and background information		X	X	
Scope, (political) affiliation, style, ...			X	
Background information on obscure topics		X?	X	
References			Perplexity Consensus	
Lists of facts that are difficult to Google			X	
Interview questions			X	
Step-by-step explanation, manual			X	YouTube



Personal tutor

- Best metaphor for students' smart use of AI?
- Currently underrated and underused?
- Next step: dedicated GPT's per course

Demo



Journalism schools' guidelines:
first steps and some issues

(EJTA Cluj meeting October 2024)



Cluj October 2024 presentations and discussion:

- 5 schools presented
- 40 attendants
- Mainly about school-wide regulations

Next EJTA Task Force meeting:

- Examples, best practices of AI assignments

Meanwhile:

- Draft for EJTA guidelines?



Findings after Cluj presentations and discussion

- A lot of schools: No formal guidelines yet
- Waiting for school-wide regulations
- Adopters vs Sceptics
- Widespread adoption by students is inevitable
- Worries about over-reliance on AI
- Inputting proprietary content should be prohibited (= school-wide)
- Create culture of transparency
- Keep it simple

Example of “keep it simple” guidelines

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

A woman's profile is shown in silhouette, facing left. Her head is filled with a dense, colorful array of small, square digital icons and data points in shades of blue, orange, red, and green. The background is a complex, multi-layered digital landscape with various geometric shapes, lines, and colors, creating a sense of depth and data flow. A semi-transparent white rectangular box is overlaid across the middle of the image, containing the text.

Conclusions, preliminary

Preliminary conclusions

Long way to go ...

... and whatever we do will have to evolve and will soon be outdated

Most badly needed?

Examples, best practices of smart AI assignments

Preliminary conclusions

All of the above was mainly about text-based AI (input and output)

Brace yourself for photo and video!

Beware of two traps ...

“I-would-have-found-
that-myself” - trap

“Six-fingers” - trap



“If you will tell me precisely what it is that a machine cannot do, then I can always make a machine which will do just that!”

John von Neumann (1903 – 1957)