AI-HED
Artificial Intelligence in Higher Education Teaching and Learning

AI-HED.EU

BEST PRACTICE · PILOT COURSE

Multiplatform Journalism Course

AI integrated into a 5-week video module — building prompt literacy, short-form storytelling skills, and ethical awareness through a human-in-the-loop workflow at ESCS, Lisbon.

INFORMANT	INTERVIEW	INSTITUTION
VERA MOUTINHO	24 FEBRUARY 2026	ESCS · IPL · LISBON

COURSE AT A GLANCE

A final-year journalism course on AI-assisted multiplatform storytelling

5
ECTS CREDITS

50
STUDENTS

5th
SEMESTER

BA
BACHELOR LEVEL

COURSE OVERVIEW

Multiplatform Journalism Course

UNIVERSITY

School of Communication and Media Studies — Polytechnic University of Lisbon

PROGRAMME

Media and Journalism

COURSE LEVEL

Bachelor · 5th semester · 5 ECTS

TYPICAL STUDENT BACKGROUND

Undergraduate journalism students in their final year of the Bachelor’s degree, with solid newswriting and some multimedia skills. Students have limited prior AI literacy but high informal familiarity with ChatGPT as a general-purpose tool.

PREREQUISITES

None — beyond enrolment in the Bachelor's programme.

SUMMARY OF AI USAGE

> AI was integrated into a 5-week video module to support the adaptation of written news into short-form social video. Students used generative AI for prompt-based scripting, storyboard development, and AI-assisted video production, combined with reflective documentation through an AI Diary. The primary goal was to enhance multiplatform storytelling while building AI literacy and ethical awareness. A distinctive element was the structured “human-in-the-loop” workflow, requiring students to iteratively prompt, critically evaluate outputs, and document editorial decisions across the production process.

— VERA MOUTINHO, COURSE TEACHER

SECTION 02

02

Learning outcomes

Four outcomes linking multiplatform skills, editorial judgment, and AI literacy.

INTENDED LEARNING OUTCOMES

Four outcomes linking multiplatform skills, editorial judgment, and AI literacy

01 Multiplatform newswriting and short-form video storytelling

02 Editorial decision-making in AI-assisted workflows

03 Technical execution of short-form video in AI-assisted workflows

04 Reflective and ethical AI use (AI literacy)

AI SUPPORT · ILO 1

AI-supported scripting for platform-appropriate storytelling

01

INTENDED LEARNING OUTCOME

Multiplatform newswriting and short-form video storytelling

“

AI-supported scripting and iteration helped students adapt news articles into concise, platform-appropriate video scripts.

AI SUPPORT · ILO 2

Foregrounding human judgment through prompting and reflection

02

INTENDED LEARNING OUTCOME

Editorial decision-making in AI-assisted workflows

“

Prompting exercises and AI Diaries foregrounded human judgment, accuracy checks, and iteration.

AI SUPPORT · ILO 3

Accelerating production cycles with AI-assisted video tools

03

INTENDED LEARNING OUTCOME

Technical execution of short-form video in AI-assisted workflows

“

InVideo enabled rapid prototyping of visuals, captions, and voice-overs, accelerating production cycles.

AI SUPPORT · ILO 4

Building critical awareness and a shared ethics framework

04

INTENDED LEARNING OUTCOME

Reflective and ethical AI use (AI literacy)

“

Structured reflection and a class Charter fostered critical awareness, transparency, and human-centred practice.

SKILLS ENHANCED

Where AI accelerated student skill development

“

AI accelerated **prototyping**, enabling faster testing of tone, rhythm, and narrative flow for mobile-first formats, and making the understanding of **multiplatform adaptation** from text to video quicker by allowing rapid experimentation and iteration.

AI-SPECIFIC LEARNING OUTCOMES

Journalism-specific AI outcomes — from prompting to ethical disclosure

“

Students learned prompt-based journalism, critical evaluation of AI outputs, transparency in AI-assisted production, and ethical decision-making in AI workflows. The goal was not to learn AI engineering, but to develop responsible professional use of generative tools within journalistic practice (human-in-the-loop, verification, disclosure)

SECTION 03

03

Purpose & benefits

Why integrate AI into a journalism course — and what students and lecturer gained.

MAIN MOTIVATION FOR USING AI

Filling a curriculum gap with the tools already reshaping newsrooms

“

The main goal was to build AI literacy by using the opportunity created by this project to address a gap in the existing curriculum. The integration of AI aimed to introduce prompt-based journalism so that students understand what AI is, how it works, its opportunities and risks, and how these tools are already reshaping newsroom practices and professional challenges.

BENEFITS FOR STUDENTS

Rapid prototyping, prompt literacy, and stronger editorial awareness

— AI enabled rapid adaptation of scripts for mobile-first formats, iterative testing of narrative choices, and hands-on experimentation with short-form video production.

— Students developed prompt literacy — understanding how to structure effective inputs and evaluate outputs critically within journalistic workflows.

— Students reported increased awareness of AI limitations and a stronger appreciation of human editorial responsibility in AI-assisted content production.

— This supported engagement, creativity, and understanding of how written journalism translates into mobile-first audiovisual storytelling.

BENEFITS FOR THE LECTURER

Efficient course design — without replacing human-centred pedagogy

“

AI supported course design and preparation (structuring slides, summarizing tools, creating a Charter of Principles template), enabling more efficient planning and clearer scaffolding of complex workflows. In-class collaborative tools enhanced participation and structured reflection, improving engagement without replacing human-centred pedagogy.

SECTION 04

04

Implementation details

How AI entered the classroom — the tools, the workflow, and the guardrails around them.

HOW AI WAS USED IN CLASS

A 5-week module from AI literacy to a class Charter of Principles

“

AI was integrated into a 5 weeks video module of the course: prompt-based script development with ChatGPT; storyboard and audiovisual planning; AI-assisted video production in InVideo (text-to-video, captions, voice-overs); reflective documentation via an AI Diary; and collective ethical reflection culminating in a “Charter of Principles for Journalism in the Age of AI.” Activities were sequenced across 5 sessions, combining lectures on AI literacy with hands-on production and structured reflection.

TOOLS & PLATFORMS

Two production tools plus a suite of collaborative supports

01

GENERATIVE AI · SCRIPTING

ChatGPT

Used throughout the 5-week module for prompt-based script development, narrative iteration, and content adaptation from written articles to video scripts.

02

AI VIDEO PRODUCTION

InVideo

Used for AI-assisted video production: text-to-video, automated captions, and voice-over generation — enabling rapid prototyping of short-form social videos.

03

COLLABORATIVE & REFLECTIVE TOOLS

Google Docs · Mentimeter · FigJam

Used for the AI Diary (Google Docs), structured in-class reflection (Mentimeter), and storyboard/audiovisual planning (FigJam).

All tools used free versions. Paid tiers offered additional functionality — particularly for video — but tasks were adapted to ensure learning objectives remained achievable on free plans.

ACCESS TO TOOLS - FREE VS PAID

Free versions throughout — tasks adapted to work within their limits

Free

RECOMMENDED FOR ALL STUDENTS

Free versions of all tools were used. Assessment focused on the learning process rather than production quality, neutralising any advantage from paid features.

“

Students used free versions of tools. Lack of access to paid tools limited some functionalities (notably in video), requiring task adaptation and emphasis on process.

GUIDANCE & SUPPORT FOR USING AI EFFECTIVELY

AI literacy lectures, a Prompt Guide, and structured reflection frameworks

“

Students received lectures on AI literacy and structured assignments, a teacher-designed “Journalistic Prompt Guide,” curated readings and newsroom examples, and reflection frameworks for the AI Diary (process, learning, ethics, personal reflection). In-class tutorials and collective prompt analysis supported effective, critical AI use.

AI IN STUDENT ASSESSMENT

Prompting, production, and reflection — all assessed

“

Assessment considered prompt-based scripting, AI-assisted production outputs, and reflective AI Diaries documenting iterations, editorial decisions, accuracy checks, and ethical considerations. The evaluation prioritised the learning process, students’ reflective capacity about AI use, and the development of AI literacy — rather than focusing primarily on the quality of the final output.

SECTION 05

05

Evaluation & risk management

How AI impact was evaluated — and how risks were kept in check.

HOW AI IMPACT WAS EVALUATED

Observation, student outputs, questionnaires, and class discussion

“

Students were assessed through observation of engagement and learning during activities, analysis of student outputs descriptive and reflective AI Diaries(scripts/videos), questionnaires on perceptions, class discussions and quality of the final output/video.

METRICS & KPIS

No formal metrics — evaluation through observation and reflection

“

Impact was assessed through observation of engagement and learning during activities, analysis of student outputs and AI Diaries, questionnaires on perceptions, class discussions, and quality of the final video output.

FORMAL COURSE EVALUATION

Embedded in course activities and structured reflection

> AI use and learning were embedded in course activities and reflected upon in structured reflections and final discussions — making formal evaluation an integral part of the course rather than a separate add-on.

RISK MANAGEMENT IN AI USE

Human-in-the-loop design as the primary risk mitigation strategy

> Key risks were tied to concerns in its application to the practice of journalism, including **over-reliance on AI** and **uncritical acceptance** of outputs.
>
> Mitigation strategies included explicit “human-in-the-loop” framing, mandatory AI Diaries, verification requirements, ethical guidelines, transparency discussions, and process assessment. Limited access to paid tools was managed by adapting tasks to free versions and emphasizing learning objectives over production quality.

SECTION 06

06

Overall impact

What the 5-week module changed — for engagement, skills, and editorial practice.

OVERALL IMPACT ON TEACHING & LEARNING

> AI had a positive impact, increasing engagement, accelerating prototyping, and strengthening links between theory and practice in multiplatform storytelling. Challenges included managing students' AI illiteracy while having already a strong (functional and relational) dependence on ChatGPT. Technical limits of free tools were addressed through reframing assessment toward process and editorial judgment.

— VERA MOUTINHO, COURSE TEACHER

IMPACT ON STUDENT LEARNING OUTCOMES

Improved prompt literacy, scripting, and critical awareness of AI limits

Students improved prompt literacy — learning to structure inputs that produce useful, context-appropriate outputs for journalistic content.

Short-form scripting and audiovisual planning skills developed through iterative AI-assisted production workflows.

Critical awareness of AI limitations deepened — students gained a clearer sense of when and how to override or refine AI outputs.

Iterative workflows supported problem-solving with a clearer understanding of human editorial responsibility in AI-assisted journalism.

MAIN CHALLENGES & HOW THEY WERE MANAGED

Managing deep ChatGPT dependence with paradoxical AI illiteracy

“

Students showed from the beginning **strong functional dependence on ChatGPT**, using it as a trigger or substitute for their own thinking, while paradoxically lacking basic understanding of how the tool works (e.g., most were unfamiliar with the concept of prompting and other AI tools).

There was also a relational dimension to this dependence, with some students **interacting with ChatGPT as if it were a person or “friend”,** leading to over-reliance and uncritical trust in its outputs, without fully exploiting the tool’s functional potential in a critical and strategic way.

Challenges also included limited access to paid tools (especially for video). These were managed through foundational AI literacy sessions, structured prompting guides, reflective AI Diaries, ethical framing, and emphasizing process over final output quality. Continuous reminders reinforced verification and human oversight.

SECTION 07

07

Scalability & transferability

How this journalism module could scale — and what institutional support it would need.

SCALING TO OTHER COURSES AND NEED FOR INSTITUTIONAL SUPPORT

Yes — transferable across journalism and media courses

100%

YES — SCALABLE

The approach is transferable to other journalism and media courses. Scaling requires institutional support for tool access, teacher development, shared guidelines, and curriculum time for reflective components.

What scaling would require

Tool access — ideally paid versions for video production, plus teacher development in AI literacy and shared prompt/ethics guidelines.

Curriculum alignment — embedding human-in-the-loop workflows and assessment of process across programmes, with time allocated for reflective components.

KEY ADVICE FOR EDUCATORS

Four practices for responsible AI integration in journalism education

Start with AI literacy. 01

Build foundational understanding before production. For journalism, the human-in-the-loop framing is central to responsible practice.

Assess process, not just output. 02

Require reflective documentation, verification steps, and editorial transparency. This is where AI literacy actually develops.

Anticipate tool limitations. 03

Adapt tasks to free versions if needed and emphasise learning objectives over production quality. Equitable access matters.

Build in structured reflection. 04

Structured reflection — through AI Diaries, class discussion, or a shared ethics charter — turns hands-on practice into lasting professional awareness.

AI-HED
Artificial Intelligence in Higher Education Teaching and Learning

A 5-week pilot that built AI literacy through practice — without losing editorial judgment.

COURSE

Multiplatform Journalism Course

INFORMANT

Vera Moutinho

INSTITUTION

ESCS · Polytechnic University of Lisbon

PROGRAMME

Media and Journalism

ABOUT AI-HED

An Erasmus+ cooperation project on AI in higher education

The project **"Artificial Intelligence in Higher Education Teaching and Learning"** (AI-HED), launched with co-funding from the European Commission under the Erasmus+ Programme in the fields of education, training, youth, and sport for the 2021–2027 period, was submitted and awarded under **Key Action 2: Cooperation among organisations and institutions**.

2024-1-NL01-KA220-HED-000248874

FUNDED BY

Co-funded by the European Union

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority.

PROJECT PARTNERS

Amsterdam University of Applied Sciences

University of Applied Sciences BFI Vienna
Economics Management Finance

UNIVERSITY OF ZAGREB
FACULTY OF ORGANIZATION AND INFORMATICS
VARAŽDIN

ESCS
SCHOOL OF COMMUNICATION AND MEDIA STUDIES