

AI-HED

Artificial Intelligence in Higher Education Teaching and Learning

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AI-Assisted Multiplatform Storytelling

From Written News to Short-Form Video

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POLYTECHNIC UNIVERSITY OF LISBON

ESCS

Course Context

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Multiplatform Journalism course

5 ECTS

Final-year Bachelor's Degree in Journalism

50 students

Existing newswriting skills
Some multimedia production experience
Very limited formal AI literacy
Strong use and dependency on ChatGPT

KEY TENSION BETWEEN

Lack of critical AI literacy

Students' familiarity with tools such as ChatGPT

Verification, accountability and public trust as essential to journalism in the age of dis/misinformation

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The newsroom challenge

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Why AI in a Short-Form video module?

Newsroom Reality	Editorial Production pressure	Pedagogical challenge
Social platforms are the main gateway to news, and short-form video has become increasingly central to multiplatform journalism.	Pressure to produce more video, faster and in multiple formats → AI seen as a valuable tool	How can students use AI to support production without outsourcing editorial judgement?

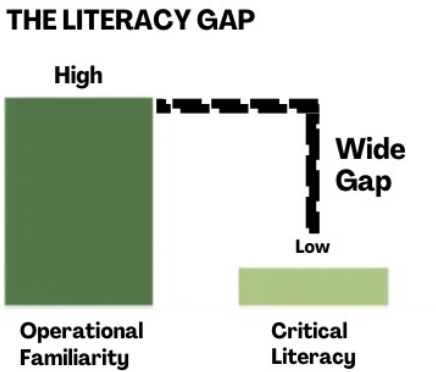
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The literacy gap

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High use does not mean high literacy

1 / 40 students
gave an approximately correct answer when asked:
What is a prompt?
What is generative AI?



Majority

77%+

of students use AI tools frequently and with confidence

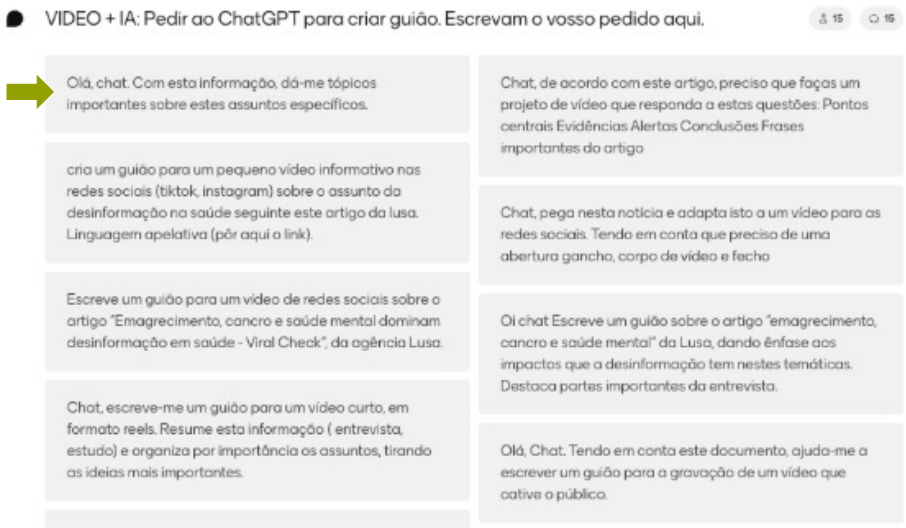
“I find AI indispensable; I no longer know what it is like to research or study without it, I am somewhat ashamed to admit it.”

- From the AI Diaries

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Challenges

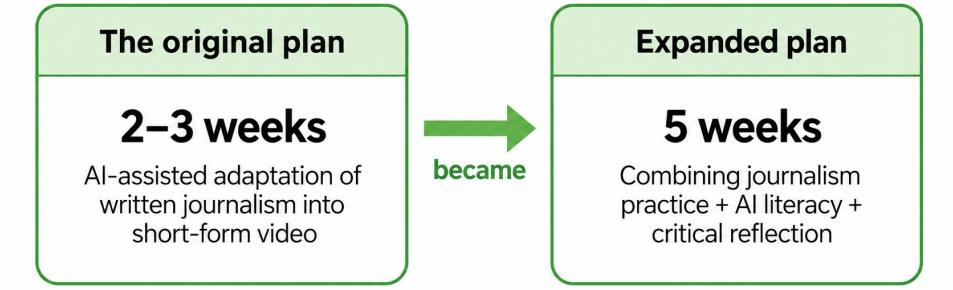
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Relational over-reliance on ChatGPT despite weak prompt literacy (insufficient detail, references, and specificity).

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Pedagogical approach



The expanded pedagogical focus included:

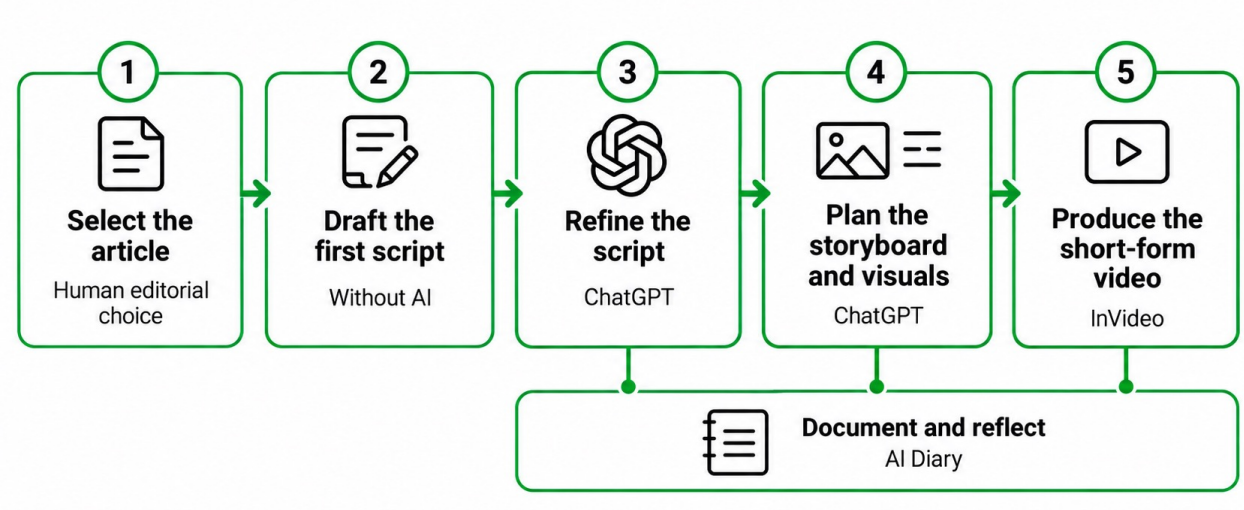
- What generative AI is and how it works
- Opportunities and risks of AI in journalism
- Prompt-based journalistic work
- How newsrooms are using AI
- Verification and critical evaluation of outputs
- Ethical and editorial responsibility

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Human-in-the-loop workflow

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Students had to critically evaluate AI outputs and retain editorial control



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From AI use to critical practice

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COMMON STUDENT APPROACH

Uncritical use of AI-generated content

Dependence over independent judgment

Limited verification and source checking

Risk of unverified misinformation

PILOT MODULE APPROACH

AI supports, but students retain editorial control

Verification as a learning practice: students check, question and revise AI outputs

AI use is discussed through responsibility, transparency and impact

Class discussion turns AI use into shared reflection

Students learn to examine AI, not just use it

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From AI use to critical practice

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From

- Accepting plausible AI-generated answers
- Dependence on the tool / Limited verification
- Prompting without prompt literacy or clear editorial intention
- Focusing mainly on the final output

To

- Questioning and revising AI outputs
- Verification as part of the workflow
- Human and explicit editorial choices
- Reflection on accuracy, ethics and responsibility
- AI as support rather than author

Journalism education in the age of AI → reinforce verification, accountability and public trust

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Impact on learning

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1. Journalistic production

AI contributed to:

- Faster prototyping of scripts and visuals
- Better understanding of multiplatform adaptation
- Prompt literacy
- Engagement and experimentation

2. Reflective evidence

22 AI Diaries, documenting students' interactions with generative AI, prompts, iterations, editorial decisions and reflections

3. Collective ethical reflection

Students jointly developed a "Charter of Principles for Journalism in the Age of AI" from collective debate about editorial and ethical choices

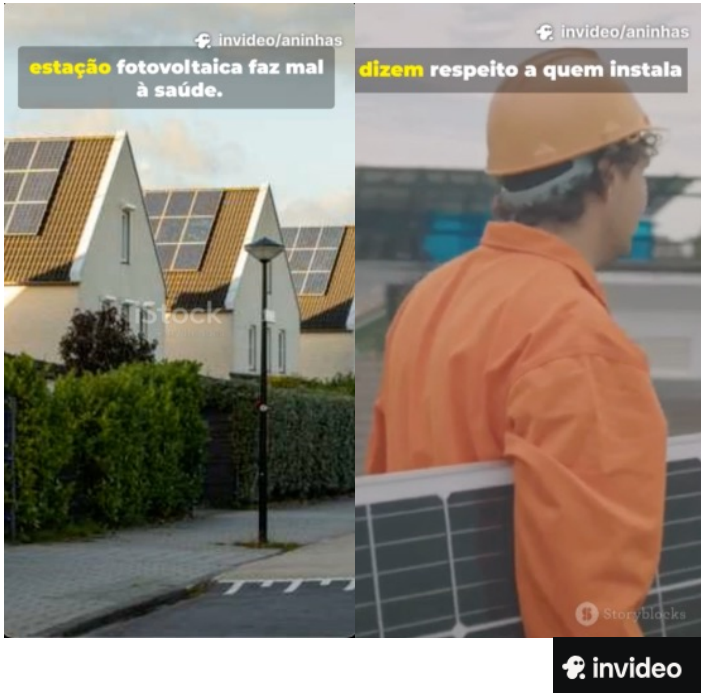
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From Text to Short-Form video

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Mitos Ambientais
Serão verdade ou apenas mito? O Azul investiga as maiores dúvidas sobre o clima, ambiente, sustentabilidade e outros temas que afectam o nosso mundo.





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Replicable model

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1. Start from real student practices
Understand how students are already using AI, mentoring not policing

2. Verification becomes an epistemic skill
Students must learn to challenge AI-generated information

3. Keep humans in the editorial loop
AI supports specific stages; students remain responsible for journalistic decisions

4. Make reflection part of the task
The AI Diary made prompts, iterations, errors and editorial decisions visible

5. Assess the process, not only the output
Students evaluated across story development and prompting, visual storytelling, AI-assisted production, and reflective AI literacy

Conditions for replication

- Teacher AI training
- Access to appropriate AI tools
- Structured prompting and reflection frameworks
- Human-in-the-loop pedagogies

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For educators and future journalists

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Tools will evolve, editorial judgement and responsability must remain human

- AI is not simply another tool in the newsroom or in a journalist's toolbox

- It's changing the conditions under which journalism is produced, distributed, understood and trusted

- Critical AI literacy is a condition for democratic media and information literacy

- Educating journalists for trustworthy information ecosystems

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Contacts

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