

This Week's Focus: Artificial Intelligence

Pandora's Box is open and it appears artificial intelligence is here to stay. Clearly, the technology can be used for nefarious purposes, but there are also some interesting and exciting uses for AI we could implement moving forward to make our jobs easier and more streamlined. So, how much assistance is too much? At what point does the work we create not become "ours" anymore? And what ethical considerations should we think about as we move forward in this new frontier?

THE LESSON: UPDATE EDITORIAL POLICIES

As best we can, we should craft some editorial policies and guidelines for our staffs regarding AI. Some questions to consider include, but are not limited to, the following: What, specifically, should we never use AI for as a staff? What's our "line" for using AI? What are acceptable uses of AI in our newsroom? What practical methods can we think of where AI might be used to help us do our jobs more efficiently? How might AI manifest itself in different journalistic areas (i.e. photography, graphic design, writing, multimedia), and how might the guidelines be different for each of those areas? Does our audience need to know if information has been generated via AI? If so, what types of information? How should we cite AI-generated content if we decide to use it?

Some articles to get your brain in gear:

- [AI and Journalism: What's Next](#) (Reuters)
- [The New York Times adds a first-of-its-kind editor](#) (Poynter Institute)
- [Smart Ways Journalists Can Exploit Artificial Intelligence](#) (Nieman Foundation)
- [Writing the AI Rulebook](#) (Columbia Review)

A couple of staffs have also started this conversation. Here are their policies:

- [The Standard](#) (The American School in London)
- [FHNToday](#) (Francis Howell North H.S.)

Feel free to [share your results with me](#). I'd love to hear what you come up with.

FIND IT AT JEA.ORG: Creating Ethical Guidelines, Procedures

Description

In this multi-day lesson, students will analyze current ethical policies and write guidelines and procedures that work for their publications. Students will then analyze the others' classwork and provide feedback. Students will be able to rewrite their contribution after the feedback is given. Students will also audit the publication's diversity.

Objectives

- Students will analyze their board- or media-level policies.
- Students will construct guidelines and procedures.
- Students will examine these guidelines and procedures, and revise after receiving feedback.

The link

The link to the full lesson is [HERE](#).

NOTE: This lesson is available free to **everyone** during the dates listed at the top of this page. Want to have access all the time? If you're not a member yet, consider joining JEA today for access to all of the resources.



Bell-Ringer

*Makena Busch, CJE,
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THIS CAUGHT MY EYE

Every Friday we do this bell-ringer where students are assigned to bring in either a news article, photo (taken by a photojournalist) or graphic design piece that "caught their eye." All they have to do is share the article or display the photo or design piece, and then we discuss it as a class. For example, if it's a photo, we might break down the composition, reverse-engineer how the photographer positioned themselves in the field or assess the lighting, settings, etc. If it's an article, we'll read it as a class and discuss its effectiveness, formatting and journalistic value. I love it because I can tell my students are starting to pay attention to the journalism happening around them every day and taking note on what's good, bad, thought-provoking, etc.



Build the culture first, book second. If you don't spend time building a supportive, fun environment, don't expect your staff to stay late and spend time with one another. Students have to have some buy-in first and that doesn't happen without some good old-fashioned ice-breakers and bonding activities first.

You've Got Style

*Suggestions from Cindy**

WHO'S OR WHOSE

With an apostrophe, who's is a contraction for who is.

Example:

Who's winning?

Whose is possessive.

Example:

Whose cat is it? (It is his, hers, theirs.)

* Style pro Cindy Horchem, CJE, is a retired adviser and the current JEA business and projects coordinator