



MEDIA EDUKATHON

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ATHENS, GREECE

An international
co-creation experience
on AI and media education



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Reflecting on AI's Positive and Negative Roles in Media Production

1. Checking sources and recognizing whether content was produced with AI or not

- ➔ Verifying the sources used by AI and assessing their reliability proved difficult for many participants, including teachers and journalists. (WP3 Report p.14)
- ➔ The increasing difficulty for the public to recognize AI-generated content making critical navigation of the information ecosystem more complex, an educational challenge (WP3 Report p.15)

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2. Will AI replace jobs in media?

- ➔ A certain resistance to change: Some participants showed resistance to integrating new technological tools into their traditional workflow.
- ➔ AI's impact on journalism employment is a significant concern, with automation replacing tasks like proofreading, translation, and transcription, potentially leading to job losses.
- ➔ Furthermore, does AI truly enhance journalistic writing, or does it merely boost productivity?

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3. Fear of very concrete effects on jobs in the journalism profession

- ➔ Impact of AI on employment within the media sector (WP3 Report p.15)
- ➔ Using AI for certain tasks such as creating video, brochure poster subtitles
- ➔ The extent of using AI in every work
- ➔ Jobs loss
- ➔ Question of copyrights
- ➔ Lack of enthusiasm of journalists

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4. Will AI revolutionize the way we search online?

➔ Do Generative IA shut down the media system/search engines? (Webinar 3)

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5. What about trust and lack of transparency?

- ➔ Tangible risk of eroding public trust in media institutions if AI use lacks transparency (WP3 Report p.15)
- ➔ The problem is the lack of transparency. This brings us to some basic questions for journalists. From the point of view of the public, could we ask for typographical identification, which clearly indicates when an AI has been used to assist in the production of information, as well as a probability score for the reliability of the information presented? (CS2 - Média Animation Brussels Workshop)
- ➔ The use of AI could have a perverse effect in terms of a loss of confidence in the information that could be delivered by a journalist. What specificity does the journalist still have compared with the average Internet user who has the same tools at his or her disposal? Where is the added value of this journalistic information based on AI? (CS4 - Média Animation Brussels Workshop)
- ➔ Its use should be guided by ethical frameworks ensuring human verification and validation. Rather than replacing jobs, AI demands greater versatility and upskilling.
- ➔ As a reader, if a media outlet admits to using AI, it gives the impression of working in a hurry and calls into question the reliability of the information.
- ➔ The role of the journalist is not to verify information generated by AI. 'I don't use AI personally. I don't want to saw off the branch I'm sitting on.'

- ➔ Lack of Human perspective on Topics
- ➔ Risk of Fake news in online media; reliability of source

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6. Ethical issues on transparency

- ➔ The question of the need for transparency in the use of AI-generated or verified content was raised.
- ➔ Balance between automation and human control: Participants expressed concern about the potential risk that automation could replace journalists' critical judgment.
- ➔ Promoting and enacting transparency regarding AI use in content production (WP3 Report p.16)

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7. Can AI improve access to information?

- ➔ AI can help to popularize and simplify information, make it accessible, and enable a wide range of audiences to get to grips with the news. (CS1 - Média Animation Brussels Workshop)

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8. Is AI enabling a new way of telling the world and sharing information?

- ➔ Unlock new opportunities for innovation in journalism and storytelling. (CS1 - Institute of Communication Studies Workshop)
- ➔ For journalists, it's interesting to be confronted with new technologies, to discover them, to appropriate them, to be able to offer new things to their audience. They need to be confronted with what human beings, citizens, are confronted with themselves. (CS1 - Média Animation Brussels Workshop)
- ➔ Use data for research in more complex stories
- ➔ Different perspective could be offered
- ➔ Additionally, AI could encourage the rise of niche media and support local journalism by broadening media coverage of previously overlooked events.

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9. How AI is helping the work of journalists?

- ➔ Does AI represent an evolution in journalism? Comparable to the invention of the printing press or word processing, requiring a thoughtful approach rather than outright rejection
- ➔ It demands less budget
- ➔ AI is a productivity tool, designed to automate the journalist's tasks:
 - AI offers time-saving benefits for journalists (CS1 - Média Animation Brussels Workshop)
 - AI as an assistive tool for journalism, supporting translation, transcription, headline and summary generation, as well as proofreading and rewriting
 - AI can help to get inspiration or getting complete questions for topics that you don't understand
 - AI uses for daily reports in economy and sports
 - Easy translation
 - Faster research
 - Text drafting, text summary
 - Save time for creative work and content creation
 - New learning opportunities
 - Basic analysis for a huge amount of data
 - Access to potentially larger database
 - Information research and check

Reflecting on AI's Positive and Negative Roles in Media Production

10. Is AI leading us to develop new skills?

- ➔ Developing new skills, such as effective prompting, is becoming essential for journalists and communicators.
- ➔ AI can be a decision support

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11. Does AI lead to a decline in skills of journalists?

- ➔ Erosion of professional skills and even a diminishing of human intellectual capacities due to over-delegation to AI. (WP3 Report p.15)
- ➔ Promoting laziness?
- ➔ Additionally, AI's environmental impact remains poorly quantified, and the supposed time-saving benefits are questionable if everything still requires human verification.

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12. How AI has a negative impact on the quality of information?

- ➔ Lack of Empathy and emotions
- ➔ Discrimination
- ➔ Generated language
- ➔ Less creative journalistic work
- ➔ Imprecise translation
- ➔ Bad use of data.
- ➔ Another challenge is the risk of AI self-feeding on its own outputs, potentially degrading information quality.
- ➔ The acceleration of processes raises the risk of information overload, particularly through the spread of fake news aimed at influencing public debate.
- ➔ Unlike peer-reviewed scientific knowledge, AI-generated content often lacks rigorous validation.

Addressing AI-Generated Biases and Ethical/Deontological Implications

13. Reliability and bias of AI tools

- ➔ Concerns surrounding reliability, veracity, and bias were paramount across numerous workshops. (WP3 Report p.14)
- ➔ Data manipulation, disinformation, and the amplification of fake news facilitated by AI's generative capabilities. (WP3 Report p.14)
- ➔ Biases present in algorithms and training datasets—often predominantly reflecting Western perspectives. (WP3 Report p.14)
- ➔ Insensitivity of mainstream AI tools towards minority languages in Sweden, like Finnish and Meänkieli, was evident, leading to misleading results (WP3 Report p.14)
- ➔ Could AI act as a magnifying mirror for existing prejudices, revealing them and helping people to become aware of them? (Webinar 3)
- ➔ Given that AI is fed by human content, if we are critically armed in the face of what it generates, it can help us to have a good grid for analyzing and critiquing society. (CS2 - Média Animation Brussels Workshop)
- ➔ The difficulty of evaluating the neutrality and reliability of algorithms used in fact-checking tools emerged.
- ➔ Distortion and modification of reality
- ➔ In the wrong hands, AI can become a powerful tool for manipulation, as demonstrated in political events such as elections.
- ➔ Weakening of Ethics
- ➔ Data protection & sovereignty
- ➔ Environmental impacts
- ➔ Intellectual property issue

Addressing AI-Generated Biases and Ethical/Deontological Implications

14. AI regulation needs

- ➔ Question of acceptability (when do I really need to use an IA?)
- ➔ Needs for a well-regulated and thoughtful approach to AI in journalism and media.
- ➔ Need of clear regulations, robust ethical codes, and ongoing societal debate regarding AI deployment.
(WP3 Report p.15)
- ➔ Environmental impact concerns related to AI's energy consumption (WP3 Report p.15)
- ➔ Need of clear regulation concerning Privacy, bias, manipulation, fairness, social and environmental impact
(WP3 Report p.17)

Addressing AI-Generated Biases and Ethical/Deontological Implications

15. How does AI work?

- ➔ A general lack of transparency in how algorithms operate, a concern raised in the Romanian workshops and echoed in Brussels, further compounded these reliability issues. (WP3 Report p.14)
- ➔ Ethical questions surrounding "digital labor"—the often-underpaid work involved in training AI (WP3 Report p.15)
- ➔ AI is based on sources. The question is therefore how AI relies on sources and which sources it relies on. (CS4 - Média Animation Brussels Workshop)
- ➔ Beyond generative AI, AI in the broader sense also means recommendation algorithms that will identify what we like, recommend content and condition our access to this or that type of information by ultra-personalising our experience. (CS4 - Média Animation Brussels Workshop)

Addressing AI-Generated Biases and Ethical/Deontological Implications

16. Data collection / Database construction

- ➔ Significant concerns were raised regarding privacy and the potential misuse of personal data (WP3 Report p.14)
- ➔ Intellectual property and copyright for AI-generated works (WP3 Report p.15)
- ➔ Importance to understand more how are AI trained: machine learning, digital labour who trained the AI.
“How are trained the AI?” with concrete examples (ex:CAPTCHA). (Content Synthesis 2)

Developing Skills as a Critical AI Prompter (in Media Reception and Production)

17. Why developing skills as a critical AI prompter?

- ➔ The need to develop advanced skills in "critical prompting"—the ability to interact with AI effectively and critically evaluate its outputs— (WP3 Report p.15)
- ➔ Learn prompt engineering (WP3 Report p.20)
- ➔ Offered insights into advanced prompting techniques for image generation. He demonstrated how nuanced language choices impact the style of AI-generated artwork. (Webinar 2)
- ➔ Simplify professional tasks and boost efficiency. (CS1 – Institute Communication Studies Workshop)
- ➔ Knowing whether it is useful to use AI (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ Knowing how to cross practices and not lose traditional practices (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ Keeping manual practices (drawing, writing) to avoid dependence on AI / combining methods (CS4 - Workshops in Montpellier / Toulouse)
- ➔ Interoperability between AI and non-AI tools (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ Compare human situations and others with AIs (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ Multidisciplinary approach needed (technical and social) (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ It is necessary not just to understand the result but to understand the technical environments, to show the range of possibilities of AI, to develop technical culture, to understand interactions with the machine, the place of emotions. (CS4 – UMPV Workshops in Montpellier / Toulouse)

Developing Skills as a Critical AI Prompter (in Media Reception and Production)

18. Some fears were revealed:

- ➔ Excessive dependence on technology, potential dehumanization, a reduction in human interaction and empathy (WP3 Report p.15)
- ➔ Possible inhibition of individual creativity, with fears that AI encourages copying over thinking. (WP3 Report p.15)
- ➔ The use of AI encourages copying and discourages thinking; (Content Synthesis 2)
- ➔ It limits the creativity and thinking of individuals; (Content Synthesis 2)
- ➔ Increasing the risk of distorted information; (Content Synthesis 2)
- ➔ The need to combat distortions and manipulations in the media; (Content Synthesis 2)
- ➔ Lack of transparency of algorithms when filtering information from the media; (Content Synthesis 2)
- ➔ Ensuring impartiality, transparency and combating manipulations. (Content Synthesis 2)

Evaluating Audience Perception/Awareness/Emotions Regarding AI Outputs

19. How do we feel about AI, what do our emotions reveal?

➔ On several criteria (), make people assess how they feel about a social media feed if they consider the posts human made or AI made. (Webinar 1).

These criteria were:

Credibility, Objectivity, Authenticity, The emotional link around the kind of news or production made with AI, Audience engagement, The legitimacy of the producer, The creativity, The Ethical violation in the production/posting process, The professional commitment, Feeling of competence [of yourself]

➔ And what is currently lacking in relation to AI is an emotional perspective. The production of information by AI is part of something very rational. As readers, we read with emotions, and is AI capable of providing us with emotions? (CS4 - Média Animation Brussels Workshop)

➔ Increase awareness of the use of AI in all fields and in everyday life (CS5 - IAME workshop in Vaslui)

Evaluating Audience Perception/Awareness/Emotions Regarding AI Outputs

20. Deconstructing fears and the ‘magical’ dimension of AI

- ➔ We need to demystify AI by explaining how it works and providing a theoretical basis. (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ It is important to be able to distinguish between real needs, benefits, and dangers. (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ Remove taboos / preconceived notions. (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ Deconstruct the fears and fantasies surrounding the uses of AI => techno-centric approach (old questions that resurface as soon as there is a new technique). (CS4 – UMPV Workshops in Montpellier / Toulouse)
- ➔ Need to question representations in relation to reality / deconstruct the idea of manipulation. (CS4 – UMPV Workshops in Montpellier / Toulouse)

Creative Prompting and AI Training

21. Subjects that could be covered with creative prompting training

- ➔ Framing AI primarily as an assistive tool—useful for tasks like translation, transcription, research, summarization, and proofreading (WP3 Report p.15)
- ➔ Practical experimentation with specific AI tools (WP3 Report p.6) (proved effective in demystifying the technology and showcasing its utility within ethical boundaries.)
- ➔ Focusing on text and cinema, (WP3 Report p.16)
- ➔ "avatar making/animated character generation" and "applications on Art and Films/AI drawing collage." (WP3 Report p.18)
- ➔ Some participants specifically recommended to "focus on visual content: organize specialized workshops on AI-based visual content creation." (WP3 Report p.19)

Creative Prompting and AI Training

22. **Best Practices to ensure Creativity when using AI**

- ➔ Be precise and specify your question. (CS5 – Karpos Workshop)
- ➔ Provide many details. (CS5 – Karpos Workshop)
- ➔ Give all information in a single prompt instead of giving smaller ones. (CS5 – Karpos Workshop)
- ➔ Provide questions with high accuracy. (CS5 – Karpos Workshop)
- ➔ Use fixed/ proven prompts. (CS5 – Karpos Workshop)
- ➔ Use related keywords. (CS5 – Karpos Workshop)
- ➔ Avoid ambiguous words and phrases. (CS5 – Karpos Workshop)
- ➔ Avoid general or open- ended questions. (CS5 – Karpos Workshop)
- ➔ Request reliable sources, eg. specific sites. (CS5 – Karpos Workshop)
- ➔ Provide feedback on right/wrong answers. (CS5 – Karpos Workshop)
- ➔ Always check the results. (CS5 – Karpos Workshop)
- ➔ If not satisfied, ask for alternative solutions. (CS5 – Karpos Workshop)
- ➔ creating artistic works with AI. (CS5 – Karpos Workshop)
- ➔ use AI during training preparation or ideation phases. (CS5 – Karpos Workshop)
- ➔ stimulating the imagination with AI suggestions. (CS5 – Karpos Workshop)