

EXPLORING THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN JOURNALISM EDUCATION AT RONGO UNIVERSITY, KENYA

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Abstract

Artificial Intelligence (AI) is rapidly reshaping the global landscape of journalism, influencing processes such as training and news production. However, discussions abound over the challenges that the technology poses for journalism education, particularly in terms of ethics and quality standards. At Rongo University in Kenya, a fast-growing institution committed to innovative technology in higher education, the challenges associated with AI adoption include curricular gaps, faculty preparedness, ethical integration, and resource constraints. This study, therefore, examined the perceptions of media faculty and journalism students regarding the integration of artificial intelligence in the University's Media and Communication Curricula. It explored the obstacles to integrating AI into journalism education, the strategies used to increase faculty capacity in AI, and how ethical and policy issues related to AI were being addressed within journalism programs. Following a qualitative research approach, the study used semi-structured interview guides to conduct in-depth interviews with 7 faculty members and 14 students who were purposively sampled. A reflexive thematic analysis of the responses revealed five key findings: (1) limited faculty proficiency in AI, highlighting the need for continuous professional development; (2) informal collaborations across departments and among students, though lacking structured institutional support; (3) fragmented curriculum integration of AI, with only partial adoption in specific courses; (4) the absence of a formal AI policy, creating uncertainty around acceptable use; (5) ethical concerns related to misinformation, authorship and intellectual property. Despite these challenges, participants acknowledged AI's potential to improve journalism education by enabling deeper analysis, fostering collaboration, and enhancing students' writing skills. The study recommends further training to develop AI literacy among media trainers and students, as well as the development of an AI policy to guide journalism education at Rongo University.

Keywords: Artificial Intelligence, Journalism education, Rongo University

Introduction

Globally, artificial intelligence (AI) has emerged as a disruptive force in journalism (Lewis et al., 2025). As such, it continues to reshape news production, content delivery, and audience engagement worldwide (Kothari & Cruikshank, 2022; Peretti & Rinehart, 2022; Diakopoulos et al., 2024; de-Lima-Santos & Jamil, 2024). Through the technology, journalists can enhance procedures for fact-

checking and verification, process vast datasets, and effectively curate story angles (Dodds et al., 2025; Dierickx et al., 2024). AI-driven tools enhance the accuracy of detecting misinformation and deepfakes that threaten media credibility (Masood et al., 2023). While AI promises improved efficiency, accuracy, and creativity, the innovation also has inherent challenges such as algorithmic bias, information bubbles, privacy concerns, and ethical

dilemmas surrounding the content that it produces (Kordzadeh & Ghasemaghaei, 2022; Du, 2023; Kim, 2024). Thus, AI can be viewed as a disruptive innovation with the capacity to redefine journalism's professional and ethical frameworks. The theory of disruptive innovation developed by Christensen (2015) guided this study. Previous research on innovative disruptions in journalism includes Pavlik (2021), who examines how media organizations worldwide have adopted digital changes. Additional studies (Bleyen et al., 2014; García-Avilés et al., 2019; Hossain & Wenger, 2024; Koivula et al., 2023; Krumsvik et al., 2019) emphasize the importance of innovation processes in response to unexpected market shifts. Innovation in journalism involves recognizing and capitalizing on opportunities to develop and implement new ideas in resources, procedures, technologies, or products such as AI. In this context, there is an urgent need to understand AI integration in journalism education, as many journalism stakeholders are already using AI and journalism students are expected to be skilled users of appropriate technologies in and out of their classes (Diakopoulos et al., 2024; Husnain et al., 2024).

In response to AI's growing role in the media industry, scholars have begun to critically examine how journalism education can adapt to prepare students for AI-integrated newsrooms. AI and machine learning tools in journalism courses have been shown to strengthen students' data analysis skills, enhance their ability to produce engaging, data-driven narratives, and foster innovative storytelling approaches (Arzuaga, 2022; Darwin et al., 2023; Irfan, 2024). However, integrating AI into journalism curricula presents three persistent challenges: ensuring academic integrity, addressing skills gaps among educators and students, and developing effective pedagogical frameworks (Wenger et al., 2025). As the media ecosystem becomes increasingly digitalized, journalism graduates must be proficient in competencies such as multimedia reporting, web design, and data visualization while also navigating ethical concerns, misinformation risks, and limitations in human-AI collaboration (Luttrell et al., 2020). Despite its

potential, AI integration in journalism education remains under-researched in pedagogy (Batista, Mesquita & Carnaz, 2024). Further, it is to be noted that balancing AI applications and ethical concerns, misinformation vulnerabilities, data source biases, and weak human-AI collaborative frameworks remain problematic for journalism stakeholders. Despite the prevailing challenges, this study envisages that future AI developments will continue to shape journalism as a profession, and as such, journalism curricula need to be re-aligned to this new reality.

While global literature on AI in journalism education is growing, research in Kenya has mainly focused on the adoption of AI in Newsrooms (Kioko et al., 2022; Muya, 2024; Kimutai & Muchelule, 2025). There is, therefore, little empirical evidence on how journalism educators and students are engaging with AI, and the extent to which it has been integrated into teaching and learning. Rongo University was, therefore, purposively chosen because it exemplifies institutions that have just started offering AI-related courses in the journalism and communication curricula and where empirical data on AI adoption is scarce, thereby justifying a contextualised case study.

Since understanding the perceptions and experiences of both faculty and students is essential for aligning journalism training with the demands of a digitalized and AI-enhanced media ecosystem, this study aimed to close the existing local knowledge gap by exploring the perceptions of journalism educators and students. The insights obtained and which are related to pedagogy, curriculum development, and institutional AI policy formulation, will contribute to the local and broader discourses on modernizing journalism education. The research questions that guided the study were:

RQ1: What are the media faculty and students' perceptions of the current/potential adoption of into journalism education at Rongo University?

RQ2: What impact does the application of AI have on the quality of journalism pedagogy and media students' output at Rongo University?

RQ3: What strategies does Rongo University employ to build the capacity of media faculty and students in AI?

Research Methodology

Qualitative research was considered better suited to explore and gain a deeper understanding of journalism educators' and students' perceptions of AI in journalism. This approach is aligned with Aspers and Corte (2019), who posit that a qualitative approach is better suited to obtain participants' perspectives, experiences, and the significance they attach to phenomena. The study was approved by the Department of Communication, Media, and Journalism at Rongo University. Informed consent was obtained from all participants before data collection. Participants were informed about the study's purpose, procedures, and their freedom to withdraw at any time without any consequences. Anonymity and confidentiality were maintained by assigning pseudonyms to the participants, and all data were securely stored.

The data were collected from journalism educators who, as implementers of the training curriculum, were deemed to be knowledgeable about AI and students accredited by the Media Council of Kenya in the third and fourth years. The purposefully selected student participants were assumed to have undergone substantive training in news coverage in multimedia, including print, online, radio, and television. This study acknowledges two limitations: one, that it focused on one public university in Kenya, and this may make the findings not fully represent the diversity of journalism education across the country. Second, the analysis was primarily based on a few in-depth interviews with journalism educators and students. While this approach offered valuable insights, it did not capture the perspectives of all students, administrators, or a broader range of faculty members. These limitations suggest that the findings should be interpreted cautiously and encourage further research involving more institutions and diverse participants to validate and expand on these results. However, to ensure a

diverse sample, management-level and junior faculty (3 females and 4 males) were interviewed.

The researcher anonymized interviewees and left out the participants' year of study to preserve confidentiality. Whereas 20 invitations were sent to students, 18 accepted to participate, while for faculty, 10 invitations were sent and 9 responded. However, the saturation point was considered to have been reached after interviews with 14 students and 7 faculty, at which point some of the answers began to be repetitive. The interviews were done virtually in March and April 2025. The interview guide aimed to explore structural, pedagogical, institutional, and perceptual barriers, as well as professional development, partnerships, and institutional support mechanisms, and the institutional frameworks and ethical discourses surrounding AI in journalism education at Rongo University.

As per Braun and Clarke (2006), a manual inductive and reflexive thematic analysis was employed by the researcher and an assistant to examine the interview transcripts. This approach was chosen because it is widely accepted in qualitative research and has a strong methodological foundation (Bjørn et al., 2022). Using an inductive methodology, the team manually combed through the transcripts carefully studying the interview transcriptions, and paying close attention to every word (Emerson et al., 1995). As a result, the team was able to go over, re-evaluate, and revisit all that our interviewees had to say. The research team used open coding to find descriptive, low-level categories independently and subsequently compared and combined codes to cross-check and explore multiple interpretations of the data (Byrne, 2022). After iteratively classifying the low-level categories into their main themes and subthemes, the team reached a consensus on the final codebook based on the patterns that emerged from individual analysis. The data were broken down into themes and subthemes in the final codebook. Although there were inherent thematic overlaps, the themes have been presented as separate categories for clarity and to enable more useful insights. As the data was being coded and

analyzed, we noticed recurrent themes and patterns that emerged. Such themes indicated redundant data, hence data saturation in our investigation. The semi-structured interview approach encouraged open-ended answers, allowing participants to fully articulate their opinions. By ensuring that we recorded rich and comprehensive data, this method enhanced the breadth and depth of the study.

Results and Discussions

The small sample size of 21 participants limits the generalizability of the findings in this study. However, a majority of the journalism educators who participated in this study indicated that responding to advancements in AI is crucial, and they also observed that there were still a lot of unanswered questions at Rongo University about how to best integrate AI into journalism programmes. Faculty proficiency, AI policies, collaboration, curriculum, and ethics emerged as the five main themes in the study.

Faculty Proficiency

Generally, educators who participated in this study acknowledged the low level of faculty proficiency and also pointed out the need for training in AI use. Educator 1 signaled the Communication, Journalism, and Media department's commitment to enhancing AI-related skills through workshops and training events. Educator 1 said, *"We have been organising workshops to stay up to date with AI technologies [...]"* This statement was confirmed by Educator 2, who observed that *"many faculty members were unfamiliar with ChatGPT [...]"* but *"participated in workshops and other trainings arranged by the department of communication and journalism"*.

Similarly, Educator 4 stated:

My ability to understand and effectively integrate AI into my teaching, which determines whether students acquire meaningful AI competencies, is limited [...] but there is a need for more training [...]"

Educator '3' underscored this limitation:

Many of us are still in the early stages of learning how these tools actually function, let alone how to critically and responsibly teach them."

While workshops and seminars are being organized to introduce faculty to AI tools and applications, there is also an acknowledgement of significant challenges in coping with the rapid evolution of AI. As Educator 1 observed:

AI is advancing so rapidly that even in a program of our size, it's tough to claim we have sufficient expertise at this moment, but hiring is also expensive.

Student responses further reinforced the faculty's self-assessment. Student 1 reported:

Our tutors don't appear to be utilizing or describing AI technologies in any of my classes thus far, similar to student 9, who posited, "We have discussed AI in general terms, such as ethical issues [...], but not in a way that demonstrates actual technical expertise."

Reference to limited faculty proficiency reflects what Amaniampong and Hartmann (2023) describe as a common barrier to technology integration in education. The observations about limited faculty knowledge show there is a need to cultivate "technological pedagogical content knowledge" deliberately over time (Casal-Otero et al., 2023). Whereas quick workshops may raise awareness, meaningful competence requires iterative, situated learning, mentorship, and reflective practice. Indeed, Asterhan and Lefstein (2024) argue that effective professional development must be sustained, content-focused, collaborative, and embedded in teachers' actual work—characteristics that one-off sessions seldom achieve. Indeed, according to Wenger et al. (2025), building internal expertise rather than acquiring new employees with specialized technological abilities can be a more cost-effective and long-lasting approach for organizations with limited resources. The idea of "communities of practice," in which academics work together to develop and exchange expertise over time, is consistent with this strategy (Eddy et al., 2022).

The observation about coping with AI dynamics highlights a well-documented tension in higher education: the pace of technological change often outstrips institutions' capacity to adapt curricula and faculty skill sets (Lavicza et al., 2022; Potter, Welsh & Milne, 2023). Again, the problem of hiring AI talent is not new but has been previously seen to be compounded by the significant challenge of finding and keeping skilled AI professors (Wenger et al., 2025). Currently, at the university, it seems that due to costs, developing journalism AI-related knowledge internally is preferred over recruiting new faculty with the necessary AI skill sets.

Pointedly, the gap between students' expectations and faculty capacity indicates an urgent need for curricular and instructional development. As Ng et al. (2023) note, professional development is essential to enable educators not merely to use technology but to design meaningful learning experiences with it. In agreement with Sperling et al. (2024), the failure to bridge this gap may mean that AI integration in journalism education at the university will remain superficial and fail to exploit the benefits of AI in pedagogy, thereby failing to enrich learners' experiences.

Collaborations

Faculty members and students who participated in this study pointed out collaborations as a way of mitigating the existing lack of AI knowledge in journalism education. These collaborations were most notably inter-faculty on the one hand and among students drawn from the Information Science and journalism departments on the other hand. Faculty members highlighted it as "an emerging but unofficial trend", where educators from Information Science were assigned to teach an AI in Journalism course for the journalism department. Educator 6 explained:

"Our collaboration is not a formal program yet [...] but we've started co-teaching modules with computer science colleagues [...] a faculty member from Information Science teaches AI in a journalism course. At the same time, educator1 corroborated, saying, "[...] but we are also forming

collaborations with tech-savvy colleagues to train us in the use of AI to mark assignments[...].

Whereas indications of inter-faculty collaborations existed, the department was yet to explore faculty-industry cooperation, seen through the observation of Educator 6, who said, *"...we are yet to explore the industry-academia model of cooperation but were headed there..."*

At the same time, students indicated that there were collaborations among them as peers. Student 10, for instance, noted, *"[...] we sometimes collaborate with classmates who are proficient in coding[...],* showing that student-led self-learning was used to fill institutional AI integration gaps by leveraging peer experiences.

Participants' descriptions of collaboration differed significantly from models seen in institutions in the Global North, where universities often pursue larger, more structured, and industry-connected collaborations. For example, interdisciplinary centers that support applied AI research and tech-driven entrepreneurial efforts are being established by journalism schools in the US and Europe in partnership with technology companies, engineering faculties, and innovation hubs (Wenger et al., 2025). Industry and institutional collaborations are often designed to satisfy both financial and educational requirements. They hope to produce graduates who can both evaluate and develop AI-driven tools and processes by integrating journalism education into larger AI and technology ecosystems. However, leveraging university-enterprise partnerships can help to enrich faculty expertise with engineers and data scientists' participation (Diakopoulos, 2024).

Whereas this position aligns with the growing understanding that interdisciplinary discussion and skill-sharing are essential for AI literacy in journalism, as emphasised by Wake et al. (2024), the collaborations in this study were not formalized and were based on individual initiatives. However, if adopted and formalized, the industry-academia model would mirror practices in other institutions where journalism and communication programs

partner with the journalism industry to establish “AI media labs to equip students with AI literacy” (Luan & He, 2019, p.467).

The discrepancy between official institutional-industry relationships and unofficial student-led collaborations raises issues of educational fairness and resource allocation. Although student initiative and adaptability are demonstrated through grassroots collaborations, they also run the risk of maintaining unequal access to AI knowledge, especially in settings with little institutional support. To close this gap, deliberate curriculum design and calculated investments in long-term, multidisciplinary partnerships that are considerate of local contexts and limitations are necessary to allow students and faculty to have a hands-on experience in finding answers to journalistic questions using AI-powered tools and automation (Arzuaga, 2020).

Curriculum

Participants in this study also commonly emphasized the challenges associated with reviewing the curriculum to incorporate courses related to AI. Educator ‘4’ for example, highlighted that although some educators have begun using AI tools in their teaching—such as ChatGPT for writing assignments, efforts remain largely random and individualised rather than systematically embedded in the formal curriculum. As the participant explained

Some of us have begun experimenting with AI tools in our classes, such as using ChatGPT for writing tasks...AI is not yet formally integrated into the curriculum for all courses except one dedicated to AI in journalism.

Educator ‘5’ offered a more cautious stance, noting:

I am not yet prepared to support the application of AI tools in journalism, but students need to understand how AI augments journalists’ roles to speak the truth, ask questions, and hold power to account.

On the other hand, educator ‘6’ noted an incremental approach to curriculum integration:

We will keep discussing AI-related topics within the framework of our current courses. Although we might have a stand-alone unit that focuses on AI and how it ties to journalism.

Meanwhile, Educator ‘2’ pointed to a more proactive strategy, observing:

Our curriculum already incorporates AI, particularly in the field of investigative and data journalism, among others... but these are the initial stages...

The observation about the lack of a unified and formalized integration is consistent with broader global trends in journalism education, where the use of AI is frequently exploratory and fragmented rather than comprehensive (Schmitt, 2022). In the absence of systematic curriculum integration, such experimentation may not adequately prepare all students for the skills required in a more automated news environment, despite its importance as a first step (Carlson, 2018).

The literature has extensively documented this tension between professional ethics and innovation. Although artificial intelligence (AI) can automate processes like fact-checking and transcription, its application in investigative journalism, accountability reporting, and interpretive storytelling is still up for debate. Indeed, some academics caution that relying too much on AI could jeopardize journalism's vital democratic roles (Gutiérrez-Caneda & Vázquez-Herrero, 2024). Such concerns may explain why some educators are still reluctant to completely integrate AI training into their courses, choosing instead to critically examine its consequences rather than fully endorse its use. This approach is in line with recommendations made by the curricular innovation scholarship, which suggests that before more extensive program-level changes are implemented, early integration frequently takes the shape of stand-alone units or modules (Kreijkes & Grooten, 2024). The transition from cautious trial use to eventual institutionalization of AI education can be facilitated by modular or elective approaches. However, varied statements from

participants illustrate how attitudes and implementation methods can differ significantly, even within a single department. These differences in journalism education reflect larger systemic tensions between the profession's historical duty to hold those in positions of authority accountable and the necessity of embracing technological advancements to stay effective and relevant.

Overall, these results imply that although the growing significance of AI in journalism practice is recognized, its incorporation into the curriculum is still shaped and contextually limited by structural, pedagogical, and ethical factors. A systematic curriculum review, informed by research on best practices for teaching AI in journalism, will likely be necessary to ensure students are prepared for the evolving demands of the industry while safeguarding the core normative commitments of the profession (Demmar & Neff, 2023).

AI Policy

At the time this study was conducted, Rongo University had not yet formulated a program-specific policy governing the use of AI in the classroom. Instead, educators and students reported that there was a need for an AI policy to be formulated, but were awaiting direction from university administrators. For example, 'Educator 1' remarked:

"Our degree programs have not yet agreed on a specific AI policy."

This institutional ambiguity was also reflected in student responses. 'Student 2' noted:

Sometimes we use AI to brainstorm or get ideas, but we don't know if it's allowed. We are afraid of being penalized,

Similarly, student 7 said, *"There is a need to define where and how applications of artificial intelligence tools are permitted and when they're prohibited."*

Student 11 mentioned, *"It is necessary to clarify the degree of restriction,"* and as educator 6 noted, *"An AI policy can entrench the understanding of the*

technology and promote its use by students and staff professionally."

The need to develop an AI policy was further echoed by educator 7, who said, *"Right now there is no university-wide or even departmental policy, but we need to have a framework for AI use in pedagogy..."*

Rongo University's lack of a defined AI policy contrasts sharply with global patterns. For example, according to Wenger et al. (2025), 89% of US higher education institutions are actively creating institutional AI policies to offer direction on appropriate use, academic integrity, and attributional concerns. These guidelines frequently seek to define the circumstances under which students may utilize artificial intelligence (AI) technologies, including large language models (LLMs), for research, academic writing, or idea generation (Rane et al., 2024).

This gap at Rongo University may risk exacerbating confusion and anxiety among students and staff, who must navigate questions of academic integrity without clear guidance. As participant '1' suggested, there is an assumption that any AI use must implicitly comply with existing academic integrity regulations, yet such assumptions may be insufficient in the face of AI's novel capabilities. Especially in fields like journalism, there is a heightened need for explicit attribution rules to avoid plagiarism or misrepresentation (Floridi & Cows, 2022). Furthermore, new research emphasizes that AI regulations in education are crucial frameworks to encourage ethical and equitable use, not just bureaucratic exercises. Without clear AI policies, educators may apply ad hoc standards or penalize unapproved uses inconsistently (Holmes et al., 2019). Furthermore, policies can guide ethical AI integration that supports learning while safeguarding academic values such as critical thinking, authorship, and transparency (Funa & Gabay, 2025).

Ethical Issues

The interviews indicate that integrating AI into journalism education has sparked significant debate

among academics and students, revealing a number of ethical issues with both theoretical and practical implications. Participants repeatedly highlighted concerns about intellectual property rights, the reliability of AI-generated content, the risk of amplifying bias and misinformation, and the importance of cultivating critical digital literacy.

Educator '3' noted:

"I keep reminding students about the perils of fake news and misinformation, and how AI can worsen the situation."

This aligns with broader scholarship warning that AI systems can reinforce and even exacerbate the spread of misinformation by producing persuasive but false content at scale (Nasiri & Hashemzadeh, 2025). Such concerns are particularly salient in journalism education, where accuracy and verification are foundational professional values. The ability of generative AI to produce credible-looking but factually incorrect outputs thus demands pedagogical strategies that emphasize verification, source critique, and skepticism.

While educator '7' observed:

I believe the main issue is who owns the copyright?...

The ownership and authorship of works produced by artificial intelligence are hotly debated topics. Concerns around fair use, infringement, and derivative content are becoming more complicated as AI models produce text based on enormous corpora of previously published works (Bukhari et al., 2023). AI-assisted writing challenges the traditional notion of authorship in journalism, which is based on human intentionality and accountability (Katirai, 2024). To handle ownership and accountability in student work, this conflict calls for more precise institutional policies

On her part, educator 2 highlighted:

With these technologies, we truly encourage innovation, and we make sure to teach students about the dangers of utilizing technology to fabricate content. Therefore, we keep reminding students to uphold ethics...

This remark reveals an additional ethical tension: promoting innovation while maintaining ethical oversight. The integration of AI tools into education can democratize access to powerful creative resources, but it also raises concerns about equity and the digital divide. Not all students may have equal access to advanced AI tools, potentially reinforcing existing educational inequalities (Ahmed, 2024). Furthermore, educators may struggle to monitor AI use in student work, creating gaps in accountability and complicating the teaching of professional ethics.

Overall, the interviews suggest that integrating AI into journalism education introduces complex moral dilemmas that cannot be reduced to single-issue debates about plagiarism or misinformation. Participants demonstrated awareness of issues ranging from copyright and authorship to credibility and bias, consistent with recent scholarship documenting growing concerns about the ethical implications of AI in media contexts (Agbasimelo & Enahoro, 2025).

Concerns about plagiarism, deepfakes, and biased algorithms have sparked a global dialogue on AI ethics, which has increased awareness of the need for critical, thoughtful, and morally sound applications of AI technology in journalism education (Floridi & Cowls, 2022). Additionally, the potential for AI-generated content to compromise journalistic integrity emphasizes the need to teach students how to assess AI outputs critically, comprehend their limitations, and adhere to professional norms of accountability and openness (Napoli, 2019).

These results highlight the significance of an ongoing, systematic, and institutionally supported conversation around AI ethics in journalism education. Educators must emphasize the sociotechnical and ethical ramifications of AI tools rather than considering them as neutral technologies. This will equip students with the critical skills they need to ethically navigate a dynamic media world.

Conclusion and Recommendations

Rongo University journalism lecturers and students are cautiously embracing AI, as would be expected by the theory of disruptive innovation. Nevertheless, Christensen's (2015) theory also highlights the need to be aware of and make sense of the disruptive innovations, such as AI, to remain relevant in a competitive media environment. All but one of the journalism educators interviewed believed it was necessary for journalism training at the university to adopt advances in AI technology.

A major obstacle for journalism educators is the dearth of faculty members with in-depth knowledge of artificial intelligence. Some educators are tackling this issue through self-induced professional development, leveraging the strength of collaborations with other academic departments, or consulting with professionals in the sector. As of yet, one program has been developed for teaching journalism students about AI, but largely, the journalism department has left it up to the individual faculty members to decide what to teach and whether to use or discuss AI. Most participants agreed that the use of AI must have an ethical basis, but it is unclear how to get there.

Key among the recommendations is for the journalism department or Rongo University to devote resources to long-term professional development to enhance academic skills in AI. Workshops, conferences, and expert classes on AI tools and their uses in journalism may fall under this category.

The most popular strategy for incorporating AI into the curriculum seems to be adding AI-related topics to already-existing courses. Journalism educators might highlight striking a balance between conventional journalism techniques and technology innovations in this way. More in-depth AI training is best suited for investigative or data journalism courses. To enlighten students about the possible ethical pitfalls of AI, such as the amplification of biases and misinformation, and the significance of upholding journalistic integrity, journalism

educators should also include ethical workshops and seminars regarding AI in the curriculum.

Although it takes time and effort, partnerships with computer science departments and industry professionals can be some of the best ways for journalism educators to access resources and information about artificial intelligence. One approach could be developing collaborative student-focused projects and research initiatives that draw on knowledge from other disciplines and provide students with practical AI experience.

The journalism department should engineer the creation of department-specific guidelines for ethical usage of AI in the classroom, based on more general university regulations. This would enable faculty to handle ethical issues that are especially relevant to media, such as misinformation, intellectual property rights, and the potential biases of AI tools.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

The author, while preparing this work, used ChatGPT and Grammarly for spell checking and grammar refinement. After utilizing these AI tools, the author carefully reviewed and edited the content as needed and takes full responsibility for the publication's content.

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Wagunda: Conceptualization, Methodology, Data curation, drafting, Writing – review & editing.

Declaration of Conflict of Interest

The author declares that none of the work described in this study could have been influenced by any known competing financial interests or personal relationships.

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