



Ethical Guidelines for Using AI on News Decoder For Teachers

ND

Technological changes and the rise of generative AI are transforming how we gather, analyse, and communicate information. Journalism is no exception. At Mobile Stories, we do not forbid the use of AI as a complement to our publishing tool when working on articles. However, there are rules you must ensure are followed if AI is used. We firmly believe in transparency and accountability. Therefore, you, as the educator, are responsible for guiding your students to ensure all content they publish is true and accurate. AI can assist the work, but your students are the journalists who perform interviews, conduct research, check facts and write the articles. These guidelines are a living document and will be updated as the AI field evolves. Here are the rules and principles your students should follow:

Transparency

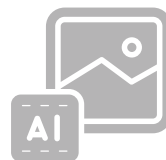
DISCLOSE AI USE

Ensure your students let their readers know when and how they use AI. If they use AI tools to support their research, for grammar checks, or fact-checking, they should add a note at the end of their article explaining what tools they used and how. Students have to verify all content themselves. To help students to obtain readers' trust, ask them to include information about the tools they used and how they used them, and how they ensured the accuracy of all content. For example: *"ChatGPT was used to assist with grammar checks and finding research reports to use as sources. All content was fact-checked by the author."*



ADD INFORMATION ABOUT AI-GENERATED MEDIA

If your students have used AI to generate images to illustrate their article or create music for their podcast or video, they must add a clear warning. For example: *"This image was generated using DALL-E."* Remember, don't use images that look realistic and might mislead your audience into believing they depict real events.



Making Human Stories

STUDENTS ARE THE AUTHORS

AI can only assist students, not do their work for them. Their articles must be written by them. They are the authors and must take responsibility for their work. AI can help improve their work, such as by checking grammar, helping find new sources of information, and making suggestions on how to improve their article. The articles must be written by them in their voice.



If you suspect that a student submitted an AI-generated article as their own, ask them to revise it. Remember, AI detection tools are not always effective. Think about whether the article is written in the voice of your student and if it contains the type of errors you would expect of them. Did you see or might you ask about the work process they used to produce the article? For example, are there earlier drafts of the article, email exchanges with interviewees, notes from when the student prepared for an interview and wrote down their questions, etc.).



Ethical Guidelines for Using AI on News Decoder For Teachers

ND

REAL STORIES ONLY

A journalist's mission is to share human stories and help others understand different perspectives and problems. Therefore, using fictitious stories or characters, AI-generated or not, runs counter to this mission. The use of AI should not conflict with the Young Reporter's Code of Ethics.



If you are unsure if the student is quoting real people in their article, ask them about the process. How did they arrange the interview? How did they find the contact information? Do they have a recording of the interview? To check if other sources are real, you can ask the student to add links in their article. This is good practice for any journalist - that way, readers can also see the original sources.

ILLUSTRATE, DON'T IMITATE

Students should never use AI-generated media that might mislead their audience into thinking it depicts reality. For example, they must not use AI to imitate the voices of real people for their podcast or video. They should not generate videos featuring real people (or so-called "deepfakes"). If they use AI-generated images to illustrate their article, they must use images that clearly look like illustrations. AI-generated images can blur the lines between fiction and reality and can even sow panic in sensitive situations like conflicts, wars or natural disasters. To maintain trust and transparency, portraits that do not represent real individuals must never be used. Students cannot add AI-generated elements to real images. That is called manipulation.



Accuracy and Verification

VERIFY AI-GENERATED CONTENT

Ensure that students carefully check all content that was generated or edited with AI. If they use AI to find new sources of information, such as research papers, they must ensure that all authors, publications, and research papers mentioned actually exist. Then they must check if the conclusions summarised by AI are accurate. If they use AI to edit their article and check their grammar, they must make sure that none of the content was changed to be inaccurate. AI tools give priority to generating an answer over accuracy and might make up information when there is a lack of data - a phenomenon known as AI hallucinations.



INDEPENDENT FACT-CHECKING

Guide your students to do their fact-checking themselves. They can use AI tools to help find errors in their article, but they must verify all information independently. They should not fully rely on AI to do this.



Fairness and Avoiding Bias

WATCH OUT FOR AI BIAS

Educate students that AI is biased too, and that they must take this into consideration. If humans train AI on imperfect information, the AI content will be imperfect too. For example, if there is a group of people who are discriminated against in the real world, information about them in AI-generated content might be distorted. It is your students' responsibility to avoid stereotyping and ensure that all people mentioned in their article are treated fairly and respectfully. They should ensure diverse perspectives and avoid reinforcing harmful stereotypes. Encourage students to take note of how different people and situations are depicted in AI illustrations. For example, if they generate a drawing showing a teacher in a classroom, are teachers always shown as female?



INCLUSIVE REPRESENTATION

Encourage students to ensure that different opinions and people are represented in their articles. This includes considering various viewpoints and giving a voice to underrepresented groups to maintain a balanced and fair narrative.



If you have any questions or concerns you would like to discuss, please reach out to jenny@mobilestories.se and/or sabine.berzina@news-decoder.com.

Checklist for Teachers:

- Ensure students indicate the use of AI assistance in their article. ☐
- Ensure students label any AI-generated images, music, or videos. ☐
- Ensure that students haven't used any AI-generated images, audio or video that might lead people to believe they are real. ☐
- Verify that students are the primary authors of their work, with AI as an assistant only. ☐
- Confirm that all stories, quotes and characters are real; for example, by asking students to provide interview details or recordings, show email exchanges and source links, if you suspect that some content may be false. ☐

Optional:

- Guide students to verify facts themselves, not relying solely on AI. Go to these articles on [selecting sources](#) and [fact-checking](#) to help you with this. ☐
- Inform students about potential AI biases and the importance of avoiding stereotypes. ☐
- Encourage diverse perspectives and fair treatment of all groups in student articles. ☐