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HOW ARTIFICIAL INTELLIGENCE CAN BE INTEGRATED INTO JOURNALISTIC PRACTICES

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ABSTRACT

Introduction: Technological developments are constantly transforming many sectors. Artificial intelligence technologies are also leading to changes and transformations in journalistic practices. As AI technologies have made significant advances in the last few years, there is a growing need for journalism students to familiarize themselves with different AI technologies and adapt to such changes. **Methodology:** Semi-structured interviews were conducted with industry representatives and academics from Türkiye on which courses should be added in higher education in the process of using AI in journalism practices. Course proposals were developed from the main themes that emerged. **Results:** At the same time, workers in the media sector need to adopt AI technologies to adapt to communication technologies. Based on the results of interviews with industry experts and journalism academics and a literature analysis, this paper suggests that the curriculum of journalism departments should include

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courses on AI topics and applications. In this sense, it seems inevitable that both the representatives of the media sector and those preparing for the sector should be trained in artificial intelligence. **Conclusion:** The main conclusion of the study is that rather than artificial intelligence replacing human journalists, press sector employees and journalism students will increase productivity with artificial intelligence by receiving the necessary training.

Keywords: communication, journalism, artificial intelligence, journalism training, journalism curricula.

1. INTRODUCTION

The changes and transformations that artificial intelligence technology will bring about in journalistic practices are frequently discussed both by academic and industry experts. At the heart of the debates is how artificial intelligence will facilitate journalistic practices and what problems it will create in the media sector. Therefore, the process of adaptation of artificial intelligence to journalism and its multifaceted consequences after adaptation are important for the profession. As with the concept of big data, artificial intelligence includes supportive perspectives and criticisms (Broussard et al., 2019, p. 673). Artificial intelligence has the capacity to produce much more news than human journalists can prepare (Whittaker, 2019, p. 111). Artificial intelligence applications are seen as an added value of journalism in the digital age (Ali & Hassoun, 2019, p. 40) and are now considered advantageous in combating fake news (Biswal & Gouda, 2020, p. 161; Ali & Hassoun, 2019, p. 40) and personalizing content (Verma, 2024, p. 151; Biswal & Gouda, 2020, p. 160). Artificial intelligence is also seen as an important function in investigative journalism by making big data meaningful and presenting it to the reader and based on social benefit (Stray, 2021). In a study by Noain-Sánchez (2022, p. 105), it was found that artificial intelligence saves time, increases the efficiency of news-making processes, increases the efficiency of the media industry and improves the skills of journalists. For media outlets with limited staff and budgets, producing content on specific topics using automated tools with the help of AI points to a facilitating role (Kothari & Cruikshank, 2021, p. 20). AI has automated routine tasks while facilitating the production process of media content. In addition, collecting more data is a development that enables the discovery of insights into the media (Biswal & Gouda, 2020, p. 161).

On the other hand, AI can bring about a number of ethical issues in journalism, such as stifling creativity, laziness, transparency, data use and quality (Ali & Hassoun, 2019, p. 40). Productive AI applications have been hailed as "transformative", "disruptive" and "a threat to human journalists and media professionals". Much of this discourse reflects longstanding concerns about the impact of technological change on both the production and consumption ends of journalism (Matich *et al.*, 2025). Journalism scholars note that automation is often favored by management for its cost-cutting potential, while journalists sensitive to the economic fragility of the news business often cite its inhuman and generic character as threatening to commodify news writing and render human labor redundant (Boyles & Meisinger, 2018; Moran & Shaikh, 2022; Pavlik, 2023). On the other hand, one of the important points is the concern about the

presence of algorithmic bias in news generated by artificial intelligence (Kothari & Cruikshank, 2021, p. 21; Verma, 2024, p. 151). How the news is created should be transparently explained. Doing otherwise may undermine the integrity of journalism (Verma, 2024, p. 151). These ethical issues reveal the necessity to keep AI processes under constant control and supervision (Noain-Sánchez, 2022, p. 105).

The fact that artificial intelligence has such a positive and negative impact on journalism brings up the claim of transforming the profession (Ay, 2022, p. 917). Because artificial intelligence, which transforms the need for the use of human and technology required in journalism and the way of doing business to another dimension, also triggers the transformation of journalism. Indeed, considering that even the invention of the photocopy machine was a revolutionary development for journalism (Cohen *et al.*, 2011, p. 67), the transformative power of artificial intelligence is an undeniable fact. In fact, Broussard et al. (2019, p. 673) argue that AI has transformed journalism in many aspects such as business models and work routines, emphasizing that regardless of the level of its transformative power, AI is part of a broader story about the structuring of journalism. Of course, we think that it would be the right approach to use this transformation in accordance with professional ethics, beneficial to society and with the potential to improve the profession. At this point, we put forward the idea that a human-centered perspective (Broussard et al., 2019, p. 674) should be developed on artificial intelligence and that the human role should not be ignored (Diakopoulos, 2019, p. 35). From this point of view, we seek the opinions of industry representatives and academics on which courses journalism students in higher education in Türkiye should take in order to comprehend artificial intelligence technologies on the basis of journalistic ethics, public interest and professional development. While studies on artificial intelligence in journalism often focus on the countries of the Global North (Thurman *et al.*, 2017; Fanta, 2017; Brennen, 2018; Noain-Sánchez, 2022; Moran & Shaikh, 2022; Cools & Diakopoulos, 2024; González-Arias & López-García, 2024), this research on Türkiye will contribute to the use of artificial intelligence in Türkiye in a more accurate, efficient and needs-oriented manner in accordance with the journalistic culture. It is known that artificial intelligence applications are partially used in media organizations in Türkiye (Ay, 2023). However, there is a lack of research in the literature on what kind of training should be given to journalism students about integrating artificial intelligence into the transformation it brings to journalism. We propose an agenda to bring a determination and understanding of this issue for a proper integration into artificial intelligence. At this point, it is increasingly critical for teachers and academics to identify the ethical aspects of this technology, not only for current users, but also for potential technologists and developers who will create AI and IoT-enabled innovations in the near future (Jabar *et al.*, 2024, p. 3). It is increasingly important to include AI technologies in higher education curricula in order to understand and use them correctly and effectively.

In a study conducted in Türkiye, a total of 59 communication faculties were examined and their course contents and curricula were analyzed. Within the scope of the research, it was investigated whether "the words 'artificial intelligence', 'data science', 'data engineering' and the words 'metaverse' and 'virtual reality', which are worlds

related to artificial intelligence, are included in the course titles or content definitions of the courses" (Demirel, 2023, p. 9842). When the findings were analyzed on a departmental basis, it was seen that Media and Communication/New Media departments were more interested in artificial intelligence issues (Demirel, 2023, p. 9851). In this context, in this study, basic and elective course proposals including artificial intelligence were developed for the Journalism department. The research was conducted in Türkiye and expert interviews were conducted with experts in the sector.

1.1. Artificial Intelligence and Journalism

Communication technologies have always closely influenced the journalism industry. However, artificial intelligence (AI) is the latest technology that is causing disruptive changes in many areas across many industries and is increasingly being used to solve more complex challenges (Rahmanifard & Plaksina, 2019; Wang & Lu, 2019; Yang & Bang, 2019). The journalism industry has been leveraging AI since 2014 (Kim & Kim, 2021) and the journalism industry is, without exception, being transformed by AI (Broussard et al., 2019; Stray, 2019).

Generative AI can be defined as a technology that can create new content, including text, images, audio, video or other media, in response to training data and written prompts (Lorenz et al., 2023). The practice of journalism is undergoing transformations as automated AI processes enter different aspects of news production and distribution, especially in large-scale economies (Jamil, 2021). AI-enabled devices and software play an important role in the routine work of journalists, transforming the way news is produced and disseminated, and how people use or make sense of it (Bucher, 2017; Caswell & Dorr, 2018). AI-enabled developments are increasingly manifesting themselves in the news media industry, with many media outlets in major economies now using automation and AI-enabled devices and programs to generate and disseminate news (Marconi et al., 2017; Chou et al., 2021). Networks' deep machine learning algorithms are increasingly mining data without human supervision for structural patterns that form the "basis for new predictions" and decisions (Witten et al., 2017). Many major news organizations (such as the British Broadcasting Corporation, The Guardian, Forbes, The Washington Post, The Washington Post, The Los Angeles Times and The New York Times) and news agencies (such as Associated Press and Reuters) have now handed over weather, stock market movements, corporate performance and sports coverage to computers, recognizing that machines can be more rigorous and comprehensive than some reporters (Underwood, 2017). This shows that devices and machines are now taking on the role of communicators and replacing journalists (Jamil, 2021).

Journalism academics largely recognize the growing importance of AI and automation in newsrooms to help journalists sustain the ever-expanding scale of the global news media, while saving time and money and increasing speed and competence (Guzman, 2018; Lewis et al., 2019). AI software is also entering professional spaces as a tool that promises to streamline and automate certain types of writing, research, data analysis, computer vision and visual design (Thomson et al., 2024). The adoption of AI in the industry thus has numerous benefits, including improving the efficiency of journalists

and competitiveness for media organizations (Broussard et al., 2019; Túñez-López et al., 2021). AI enhances newsrooms in many ways, such as tracking breaking news, crunching large data sets, generating leads, uncovering media insights, verifying news for fake news, and generally streamlining journalists' workflow (Hansen et al. 2017; Lewis et al., 2019). Furthermore, the use of algorithms to analyze data from various sources, translate text into audio and video, and determine sentiment are examples of how AI is being applied in newsrooms (Calvo Rubio & Ufarte Ruiz, 2021). AI-generated images are also routinely integrated into content published in news organizations, accompanying columns in the Australian tabloid newspaper The Daily Telegraph (Matich et al., 2025).

In textual news, more than half of the tech site CNET's fully AI-generated stories were found to contain factual errors (Sato & Roth, 2023), while Sports Illustrated published some with signatures of non-existent authors (Strauss & Sommer, 2023). We challenge claims that AI poses a unique misinformation threat, given the contingency of 'real' news images and the fact that humans equate realism with accuracy (Matich et al., 2025). On the other hand, while the emergence of AI is likely to exacerbate the problem of job displacement (Herrman, 2023) and employment issues related to journalistic labor, we argue that journalists who make the right use of AI can continue their profession. For this reason, we emphasize that there will always be a need for human journalists and that human journalists should keep up with the changes by receiving the necessary training. Then the question of how to build a hybrid journalism in which human and artificial intelligence act together (Diakopoulos, 2019) comes to mind. At this point, we believe that education is a priority in order to increase the literacy of journalists towards AI tools (Noain-Sánchez, 2022).

There are challenges facing the curriculum in the education of journalists (Deuze, 2001). Therefore, journalism curriculum frameworks should aim to provide students with different qualifications and journalism education is evolving towards interdisciplinarity (Bright, 2020). Journalism curricula need to be updated periodically, especially due to current developments in information and communication technologies (Arzuaga, 2022; García-Hernández, 2024; Okela, 2024). Kothari and Hickerson's research on journalism educators concluded that courses should be added to curricula to teach students automatic journalism practices (Kothari & Hickerson, 2020). Journalism programs are updating their curricula considering developments in the field of artificial intelligence (Wenger et al., 2025). At this point, there is a need to restructure artificial intelligence in journalism education in Türkiye to include literacy, practical competencies and ethical considerations (Şen, 2025).

In the near future, human and automated journalism will be integrated (Jamil, 2021). Artificial intelligence has emerged as an important and influential technology for journalism and media and is therefore of increasing importance for journalism and media education (Pavlik, 2023). Educators need to react quickly to these developments and make the necessary changes in curricula to prepare students for the industry. Only in this way will students be prepared for journalism practices that will continue with

artificial intelligence. In this sense, it is important to ensure that students gain the necessary skills by focusing on the positive aspects of artificial intelligence technology.

2. OBJECTIVES

The aim of the study is to provide experts and academicians who teach in this field with course suggestions that they can add to the curriculum and to guide them in updating the education and training programs. With the new courses to be added to the curriculum, it is aimed to use artificial intelligence efficiently in journalism education and practices.

3. METHODOLOGY

Qualitative research aims to develop an in-depth understanding of the subject matter. In this context, the researcher acts as an explorer, tracing reality by asking additional questions and paying great attention to the subjective views of the participant. Therefore, despite the predefined questions, the semi-structured approach allowed the participants to develop key points and the interviewers to follow specific questions.

This research paper explores the following research questions:

RQ1: How does artificial intelligence affect Journalism practices and education?

RQ2: What are the compulsory and elective courses with AI content recommended by experts to be added to Journalism departments in Türkiye?

RQ3: What are the opinions of experts working in the Journalism sector in Türkiye regarding the use of artificial intelligence in their professions?

In-depth interviews were conducted with 13 experts (6 male and 7 female) working in Türkiye using purposive sampling method. Interviews were conducted face-to-face and through online platforms. The interviews ranged from a minimum of 38 minutes to a maximum of 76 minutes. The research questions were open-ended. For this reason, interviewees were given flexibility in responding. The selected male and female experts ranged in age from 25 to 65 and were working full-time in the media sector. The purpose of selecting both male and female experts was to ensure diversity of views and representation of both genders. Seven of the experts participating in this study were academics working in the press and six in journalism departments. To ensure the privacy and security of the research participants, all interviewed experts were numbered (ranging from 1 to 13). In addition, while discussing the results of the research, the findings of the studies in the literature are also included and similarities and differences are revealed. For this reason, the study benefits from the literature review for a comparative analysis of the results.

3.1. Sample and Data Collection

Purposive sampling method was utilized in this study. Purposive sampling is a sampling technique based on selecting individuals or groups that can provide the most information about the research topic for a specific purpose. Purposive sampling is

especially preferred in cases where there is a limited universe or expertise is required on a particular topic (Palinkas et al., 2015). Our sampling criteria are that the interviewees are academics in the field of journalism and work in news organizations. Within the scope of the research, data were collected through face-to-face in-depth interviews between 27.05.2024 - 10.07.2024. A semi-structured questionnaire was used in the research. Within the scope of the research, a total of 7 experts and 6 academicians from the media sector were interviewed. The positions of the experts in the media sector are news editor, investigative journalist, social media manager, photojournalist, video editor and editor-in-chief.

4. RESULTS

Today, artificial intelligence (AI) technologies are significantly transforming Journalism departments in higher education (Pavlik, 2023). While AI enables efficiency and automation in these fields, it also requires students to acquire new skills as technology continues to evolve (Chen et al., 2020). In journalism practices, processes such as news gathering (Beckett & Yaseen, 2023), news production (Dörr, 2016; Molumby, 2020), news verification (Ali & Hassoun, 2019; Biswal & Gouda, 2020) and news distribution (Hagar & Diakopoulos, 2019; Lamot, 2021) are carried out with the support of artificial intelligence. This creates the need for students to develop strategies based on data analysis and learn how to use AI in creative processes. In the media sector, AI automates content production and enables faster delivery of news to selected target audiences using data analysis and news algorithms (Sánchez-García et al. 2023; Fieiras-Ceide et al. 2022). Consequently, this increases the necessity to teach data literacy and the ethical use of AI in journalism education. Therefore, it is increasingly important for students to learn how to use these technologies in their professional lives. As a result of all these developments, there is a need to design up-to-date curricula and educational models that include new technological developments (RQ1, RQ2, RQ3).

Within the scope of the research, 7 experts from the journalism sector and 6 journalism academics were interviewed. The professions of these experts are news editor, investigative journalist, social media manager, photojournalist, video editor and editorial director. The way experts use artificial intelligence in their professions and the courses that journalism academics recommend for the needs of the sector are as follows (RQ2, RQ3):

Table 1.

Journalism and Press Sector Experts Opinions and Course Suggestions

Expert	Opinion	Recommended Course	Description of the Course
News Editor (7) and Reporter (13) and Journalism Academician (1, 4)	AI can create data-driven stories quickly, allowing editors to focus on in-depth investigations.	Automated News Writing with Artificial Intelligence	Teaches how to use AI-based automated news writing programs.

Investigative Journalist (8) and Journalism Academician (2, 3)	AI quickly uncovers insights and important connections through big data analysis.	Big Data Analytics and Artificial Intelligence in Journalism	It teaches how to analyze large data sets and uncover important insights.
Social Media Manager (9) and Journalism Academician (3, 5)	AI enables interaction and content optimization with social media analytics and chatbots.	Social Media and Artificial Intelligence Analytics	It teaches how to analyze and optimize the performance of social media content.
Photo journalist (10) Journalism Academician (2, 6)	AI checks for ethical use and accuracy through photo analysis and editing.	Image Recognition and Artificial Intelligence	Teaches the use of artificial intelligence in photo analysis and editing processes.
Video Editor (11) and Journalism Academician (1, 3)	AI improves efficiency in video editing with automated editing and translation technologies.	Video Editing with Artificial Intelligence	Teaches AI-based video editing software and techniques.
Editorial Director (12)and Journalism Academician (4)	AI optimizes content planning and distribution by analyzing reader trends.	Broadcast Management with Artificial Intelligence	Teaches how to optimize content planning and distribution by analyzing reader trends.

Source: Own elaboration.

According to Table 1, the artificial intelligence courses recommended by experts for the journalism profession are thought to make significant contributions to those working in various fields. For example, for news editors, artificial intelligence enables editors to focus on in-depth research by enabling the rapid creation of data-based news. Investigative journalists can quickly uncover important information and connections through big data analysis. Social media managers can optimize content by interacting with AI-powered analytics and chatbots. Photojournalists can analyze photos with AI to check for ethical use and accuracy. Marconi (2020) states that image recognition technology with the help of artificial intelligence provides the opportunity to capture details that the human eye cannot see. In addition, image recognition technology reveals the source of the video, detecting whether there is any intervention in the video and preventing possible manipulation (de-Lima-Santos & Ceron, 2022; Herrera, 2023). In the newsroom, image recognition technology can speed up the production and editing of photos and videos and provide a holistic perspective on the news story with the data obtained from visual clues. Moreover, photos and videos are automatically labeled in real time. It allows for quick discovery of desired scenes and moments and text-to-visual matching. Comcast NBCUniversal employs staff to develop image recognition algorithms, and CBS Interactive uses image recognition technology to improve content recommendations and automatically add data to videos. The Las Vegas Review-Journal and USA Today use video automation systems in their content (Marconi, 2020).

Artificial intelligence algorithms can transform complex data into meaningful and engaging infographics, graphics and visualizations (Wu et al., 2022). In this context,

Deutsche Welle announced that it could use generative AI to "create or improve illustrations or data visualizations" (Kasper-Claridge, 2023, para. 14). Publications such as *The New York Times* feature AI-generated images and label them as AI-generated (see Figure 1).

Figure 1.

Generative visual AI in the wild

Source: Produced by the New York Times using artificial intelligence

News writing with the help of artificial intelligence brings convenience for journalists. Automated news writing has advantages such as efficiency and cost reduction (Li, 2024). Automated news production (Graefe, 2016) based on making sense of digital traces and data (Tandoc & Thomas, 2015) makes journalists appreciate the advantages of algorithms such as improved efficiency and data processing capabilities (Cools & Diakopoulos, 2024). Considering that while automated news writing contributes to journalism, it does not completely eliminate the role of the journalist (Kurnianti et al., 2024), machine-human integration gains importance. For this reason, there is a need for artificial intelligence training for journalists on automated news writing that both facilitates journalism and adheres to ethical principles. Wang et al. (2021) state that in parallel with the development of artificial intelligence, journalists should play a dominant role, be supervisors, and that journalism can become a more productive profession by realizing the right computer-human cooperation. When man and machine are in deep cooperation, journalism can progress (Li, 2024). In addition, editors can optimize content planning and distribution more accurately by analyzing reader trends with AI. These contributions help journalists to work more efficiently, increase accuracy, speed and interactivity in journalism, and provide readers with more quality and reliable content.

Social media analytics offers many advantages to today's media organizations. According to Tejedor and Vila (2021), media organizations such as AP, Reuters, Forbes, Los Angeles Times identify breaking news on social networks and comments by searching keywords with artificial intelligence applications. In addition, a wide flow of information can be created by categorizing, characterizing and grouping the collected data. Lynx Insight, the artificial intelligence tool used by Reuters for analysis, scans large amounts of information such as financial reports and social media trends

to identify newsworthy agendas and provides a valuable resource for news discovery and trends (Amponsah & Atianashie, 2024). In addition, this provides journalists with the opportunity to extract news that is more resonant and interesting in society (Gül, 2024).

5. DISCUSSION

Today, the rapid development of artificial intelligence necessitates its integration into many professions. Therefore, it is necessary for both press representatives working in the sector and journalism students who are trained in this field to receive artificial intelligence training. In this sense, experts and academics in the field recommend the training and courses that both press representatives and journalism students should take. Based on expert opinions and literature, we emphasize the need for press representatives and journalism students to keep themselves up-to-date. Restructuring the education curricula to cover topics such as AI-supported content production, algorithm-based data analysis, automated news writing, digital media management, and new publishing techniques in line with the needs of the age will increase the competitiveness of graduates in the sector.

Artificial Intelligence (AI) is becoming increasingly integrated into the field of journalism, transforming various aspects of news production, distribution and consumption. The possibilities offered by this technology are increasingly used in media organizations, from algorithms that help suggest the most relevant content for users, to tools that detect news and automate some of the tasks of journalists.

AI automates routine tasks in journalism such as data collection, content production and distribution, allowing journalists to focus on more complex and creative tasks (Peña-Fernández et al. 2023; Ahmad et al., 2023). This integration of AI into the journalism profession is changing the professional roles of journalists, reducing the need for routine tasks and increasing the demand for cognitive and creative contributions (Túñez-López et al., 2021). AI tools are actively used in media and journalism organizations for writing, editing, production and distribution of various media content. However, this also raises concerns about deepfake news, news bias, dismissal and insufficient transparency (Aissani et al., 2023).

Therefore, constant oversight and ethical guidelines are needed to manage the effects of AI in news production. Another consequence is the use of automated systems to produce news content without human intervention, leading to the emergence of "synthetic media" powered by algorithms (Ufarte-Ruiz et al., 2023). Within the scope of these developments, it is important for students studying journalism to learn courses on artificial intelligence added to the curriculum in order to master current developments. In this context, as a result of the sector interviews and literature review, the compulsory and elective courses recommended for journalism departments for 8 semesters are as shown in Table 2.

Table 2.

Recommended Courses to be Added to the Curriculum

Class 1		
Course Type	**Course Name**	**Content Summary**
Mandatory	Fundamentals of Artificial Intelligence	Basic principles, history and basic algorithms of artificial intelligence.
Selective1	Prompt Authorship	Teaching how to create the right content with artificial intelligence.
Selective2	Artificial Intelligence Literacy	Gains the ability to distinguish between the right and wrong content produced by AI.
Class 2		
Course Type	**Course Name**	**Content Summary**
Mandatory	Big Data Analytics and Artificial Intelligence in Journalism	It teaches big data analysis and the use of artificial intelligence in journalism.
Selective	AI and Media Technologies	It teaches how artificial intelligence technologies are used in journalism processes and enables students to use AI effectively in the media industry.
Class 3		
Course Type	**Course Name**	**Content Summary**
Mandatory	AI and Ethics	Ethical, privacy and legal issues in artificial intelligence applications.
Selective	Social Media and Artificial Intelligence Analytics	It teaches how to analyze and optimize the performance of social media content.
Class 4		
Course Type	**Course Name**	**Content Summary**
Mandatory	Content Production with AI in Journalism	This course teaches how AI can personalize media content and focuses specifically on personalized content strategies for journalism.
Selective	Content management with Artificial intelligence in journalism	The use of news broadcasting with AI teaches the planning and production of different types of programs. It teaches how to optimize content planning and distribution by analyzing reader trends.

Source: Own elaboration.

As AI continues to shape and redefine fundamental aspects of journalism, an ethical perspective becomes imperative to assess the impact on journalistic principles, integrity and the broader societal impacts of information dissemination (Paik, 2023), as AI systems carry ethical risks such as bias, unfairness and lack of transparency in data processing, decision-making and autonomous applications (Steinke et al., 2022). Therefore, newsrooms need to support staff professional development with training on how algorithms work and how productive AI works to ensure that they use AI responsibly and ethically (Thomson et al., 2024; Cools & Diakopoulos, 2024). After training, newsroom managers should create or develop formal newsroom policies on

exactly how/when/why AI is (or is not) appropriate for journalistic use. This representation should include model training, privacy and compliance (Matich et al., 2025). In this way, the boundaries of ethical and effective use of AI can be set and it can act as an adjunct rather than a replacement for human journalists.

The AI literacy course prepares individuals to question AI-generated content, critically question its sources and verify its authenticity (Cools & Diakopoulos, 2024). Already, the widespread production of sports and financial news by artificial intelligence (Thurman, 2018; Backus et al., 2023) leads us to the necessity of Content Production with AI in Journalism course. This will give journalists the time to focus on more complex stories that require in-depth analysis and human insight (Frackiewicz, 2025), such as slow journalism (Le Masurier, 2015), investigative journalism (Glasser & Ettema, 1989).

The Prompt Authorship course provides the ability to create new content such as text, images, audio, video or other media based on individuals' written prompts (Diakopoulos et al. 2024; Simon, 2024). Especially after easy access to information and data through prompts created by artificial intelligence tools such as ChatGPT, the availability of many tools to summarize the text makes story writing easier. Gerard Lipscombe (2023) states that ChatCPT has developed many creative prompts for journalists and emphasizes that it facilitates many issues such as generating article ideas, preparing interview questions, reporting current events, data journalism techniques, and storytelling methods in social media.

There is a need to increase the literacy levels of journalists on artificial intelligence. In order to not only have knowledge about artificial intelligence, but also to think about its impact and agency dimension, to consider its normative aspect, and to use it creatively and efficiently (Deuze & Becketti, 2022), the level of literacy needs to increase. At this point, AI literacy requires accepting that technology is a reality of journalism and using technology in a way that is appropriate for the benefit of society and journalism professional ethics.

With Big Data Analytics and Artificial Intelligence in Journalism, journalists learn how to analyze big data and use artificial intelligence in journalism. In general, news writing becomes more practical when analyzing large documents or image sets (Simon, 2024). In this context, AI tools used as a supporting component to help journalists become more skilled and to improve specific news production process activities facilitate and raise journalists' working standards (Tejedor & Vila, 2021).

A more collaborative future between AI and journalists is proposed, focusing on increasing efficiency rather than replacing each other (Lewis et al., 2019). In order to effectively integrate AI tools into journalistic routines, the need for appropriate training to bridge the knowledge gap is emphasized (Gutierrez Lopez et al., 2023; Cai & Nishal, 2023; Eskiadi & Panagiotou, 2025). As a result, press representatives and journalism students should keep up with technological developments by receiving the necessary training (Kazmi & Ali, 2025). In this sense, press representatives and

journalism students should gain skills to establish a balance between developing technology and human beings.

The study was conducted in Türkiye with 13 participants. In this respect, the findings are limited to Türkiye. First of all, the curriculum proposal is aimed at higher education institutions in Türkiye that provide education in the field of journalism. In future studies, conducting more comprehensive studies on sector experts, academics, students and readers can ensure a stronger integration of artificial intelligence into higher education programmes.

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