



“COMMUNICATE WITH INTELLIGENCE” Educational Innovation in Journalism and the Use of Artificial Intelligence in Universities in Lima and Madrid

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ABSTRACT

This research examines the impact of artificial intelligence (AI) on journalism and education, with a focus on its implementation in the cities of Lima and Madrid. AI is presented as both an opportunity and a challenge, generating concern in certain sectors regarding the possibilities and risks it poses for the journalistic profession. The central premise of the audiovisual space “Communicate with Intelligence” is that AI should be understood as a supportive tool, rather than a substitute for human capacity. The study focuses on the integration of this technology within university classrooms in each capital.

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1. Introduction

Artificial intelligence (AI) is transforming the landscape of communication and education, presenting itself both as an opportunity for enhanced efficiency and creativity and as a challenge that requires conscious and ethical use. This analysis examines the different types of AI and their applications in journalism and in universities within the context of professional training. It also considers the ethical dilemmas associated with its use in news production, its impact on the labour market, and current efforts to regulate its use in the fields of education and journalism. Particular emphasis is placed on the importance of understanding AI as a complementary tool that enhances human capacity rather than replacing it.

Artificial intelligence is redefining the paradigms of global communication. Although it is sometimes perceived as an existential threat to journalism, it is more productive to understand it as a strategic ally for innovation and the improvement of professional processes, while safeguarding those human capacities that remain irreplaceable. The popularisation of tools such as ChatGPT has contributed to the democratisation of access to this technology, highlighting its accessibility, relatively low cost and practical applicability across a range of communication contexts.

This educational innovation initiative is situated within a framework of experiential knowledge exchange between two universities located in major urban centres, Madrid and Lima. It forms part of a COIL (Collaborative Online International Learning) project developed between Universidad San Pablo CEU in Spain and ULIMA in Peru. Within this context, artificial intelligence is examined both as a transformative opportunity in journalism, across daily, academic and professional practices, and as a significant challenge in relation to ethical considerations, the reliability of information and its impact on the labour market. The study addresses the distinction between weak and strong AI, explores specific tools such as Copilot, Midjourney and Suno, and considers the role of AI in education, alongside the need for digital literacy and appropriate regulatory frameworks. The perceptions of students, lecturers and experts are analysed, highlighting the importance of a conscious and responsible engagement with this emerging technology.

1.1. Artificial Intelligence and Its Use in the Field of Communication

As several authors have noted, we are witnessing what has been termed the Fourth Industrial Revolution, or Industry 4.0 (da Silva et al., 2019), characterised by the integration of production techniques with intelligent systems (Kong et al., 2021). This development has a direct and significant impact on journalism.

The first journalistic applications of artificial intelligence emerged in 2010, with a marked expansion following the appearance of ChatGPT (Parratt Fernández et al., 2024). *The Guardian* (2010) was among the first media outlets to automate the production of sports news. Similarly, the *Los Angeles Times* (2014) published a report on an earthquake generated by the Quakebot software, using data obtained from the United States Geological Survey (Ufarte and Manfredi, 2019). In the Spanish context, Mayoral Sánchez et al. (2023) identify two phases in the development of artificial intelligence in the media: an initial phase between 2017 and 2018, primarily within digital media, followed by a second phase beginning in 2021, which continues to the present.

At this stage, media organisations face the challenge of integrating this technology into their newsrooms. One of its principal advantages lies in the automation of repetitive tasks, which makes it possible to redirect effort towards activities of greater journalistic value that require specifically human skills and capacities (Pillai and Shivathanu, 2020). The application of artificial intelligence to communication enhances competitiveness, flexibility, efficiency and speed (Aramaburú Moncada et al., 2021). At the same time, this process cannot overlook issues related to ethics, responsibility, transparency and fairness, which are difficult to address without human involvement (Hagendorff, 2022; Jobin et al., 2019). In this regard, there has been a “shift in

mindset within newsrooms, moving beyond the fear of replacement and placing value on creative ability and human editorial decisions” (Mondría Terol, 2023, p. 21).

It is evident that this technology is transforming the nature of journalistic work, particularly in relation to information distribution, audience engagement and research processes. However, core reporting tasks, especially those involving writing, continue to be carried out by journalists (Mayoral Sánchez et al., 2023). The use of artificial intelligence in the newsroom should therefore be understood as a support tool rather than a substitute for the professional (De Lara et al., 2022).

In the field of audiovisual news, a key contemporary challenge lies in video generation:

Requires significantly greater computing power and memory than the generation of still images, as multiple frames must be created to simulate movement. In addition, aesthetic and content consistency, as well as the fluidity of movement throughout the sequence, must be maintained. (Casas Arias, 2024, p. 230)

The factors shaping this emerging paradigm include the progressive refinement of artificial intelligence, the transformation of technological infrastructures, the growing need to strengthen media credibility, cost optimisation, and the direct impact on news production routines. Alongside these developments are demands for innovation and originality, as well as the need to reassess deontological and ethical principles. Within this context, the role of the journalist increasingly shifts towards interpretation and in-depth analysis, since artificial intelligence lacks the cultural and social sensitivity required to address complex issues and to interpret the broader meaning underlying data (Hermida, 2012). This human capacity is essential for distinguishing automated content, thereby reinforcing the role of journalism as a tool for social understanding and transformation (Lewis, 2019).

Another important application of artificial intelligence in newsrooms lies in improving the quality of information by detecting false, erroneous or manipulated content. This is achieved through the development of automated systems designed to ensure the accuracy of information (Flores Vivar, 2019; Vosoughi et al., 2018). Such applications are particularly relevant given the speed and volume of information processed daily in news environments (Thurman et al., 2019). In this way, the integration of artificial intelligence into journalistic routines can contribute to enhancing the quality of the final news product (Hermida, 2012).

Banafi (2024) highlights that artificial intelligence technologies have transformed journalism in the digital age and identifies several key areas of application, including content creation, automated transcription and translation, data mining and analysis, fact checking and content personalisation.

The increasing use of artificial intelligence in journalism has also generated debate regarding the future of the profession and the skills journalists must develop to work alongside this technology. Adapting to artificial intelligence involves not only learning to use specific tools, but also understanding the principles that govern algorithmic processes and their implications for news production (Anderson et al., 2016).

Training therefore becomes essential for strengthening the relationship between journalism and artificial intelligence within the media sector. In this regard, it is crucial to incorporate artificial intelligence into undergraduate and postgraduate curricula in Journalism and Communication (Gómez Diago, 2022; Lopezosa et al., 2023). There is also a growing need to recruit engineers and specialists with advanced technological expertise, capable of supporting the development and management of these systems (Mondría Terol, 2023; Palos Sánchez et al., 2022). In 2023, the *Financial Times* introduced the role of artificial intelligence editor to oversee coverage of this field (Parratt Fernández et al., 2024). Consequently, media organisations are undergoing a process of adaptation as they incorporate this technology into both their outputs and their working practices (Túñez, Ufarte and Mazza, 2022).

In this context, lecturers from CEU San Pablo University and ULIMA developed a programme through a COIL experience, involving the production of a television programme created by

students. This initiative enabled both institutions to collaboratively explore and communicate how they are responding to the challenges and opportunities presented by artificial intelligence.

1.2. The Use of AI at the *ÁBSIDE MEDIA* Group.

The *ÁBSIDE MEDIA* Group, owned by the Spanish Bishops' Conference, was established in 2020 as a multimedia organisation encompassing content production and creation across a range of platforms. It brings together, under a single structure, media outlets developed through the Church's initiative in Spain, including COPE, Cadena 100, RockFM, MegaStarFM and TRECE. Its mission is to consolidate audiovisual communication aligned with a Catholic identity, contributing to the common good through digital transformation and the convergence of its various brands.

This media group is among the pioneers in Spain in the application of artificial intelligence to content production. Its implementation of artificial intelligence began with the creation of a data and AI team in June 2022. The initial strategy focused on integrating internal and external data sources through dashboards designed to support decision making and improve operational efficiency by automating repetitive processes. Javier de Mora, Director of Innovation at *ÁBSIDE MEDIA* Group, has been involved in the project from its inception and notes that the first automations were introduced in newsroom processes, including the uploading of audio files, the implementation of automated summarisation systems and the management of television video content. The primary objective of these developments has been to enable staff to focus on "tasks with greater added value" (De Mora, personal communication, 19 September 2025).

The adoption of artificial intelligence tools has been subject to rigorous oversight throughout. There has been no intention to "democratise any type of tool" without prior analysis and validation for specific use cases. To ensure responsible implementation, *ÁBSIDE MEDIA* developed an "ethical guide for the integration and responsible use of generative AI", which has been approved by the Board and is publicly available on its institutional website. This document provides a framework for supervising all processes related to the implementation of artificial intelligence. As De Mora (2025) emphasises, a central principle guiding this strategy has been a commitment to awareness, responsible use and transparency with audiences. Accordingly, all large-scale artificial intelligence projects are subject to oversight and must be validated by the management committee.

The Media Group establishes as a foundational premise that "any content produced, in whole or in part, by means of artificial intelligence must comply with the regulations established by European institutions (Regulation 2024/1689 of the European Parliament and of the Council of 13 June 2024). It must also adhere to the ethical standards governing the profession in non-AI contexts and align with *ÁBSIDE MEDIA*'s editorial line, objectives, values and code of ethical conduct".¹ Within this framework, artificial intelligence is understood as an ally, given its potential to complement and enhance journalistic capacities, and its implementation is guided by nine core principles:

1. Principle of fairness, that the organisation undertakes "to ensure that the development and use of artificial intelligence contribute to the creation of a fair society, avoiding any infringement of fundamental rights, including freedom of expression, non-discrimination, respect for private and family life and the protection of personal data".
2. Principle of transparency, concerning the use of artificial intelligence systems.
3. Principle of autonomy, which establishes that artificial intelligence "must assist and improve productivity; it must never replace journalistic judgement or diminish responsibility in decision making. Its use must remain subject to human control and supervision throughout the entire process".
4. Principle of trust, ensuring confidence in the systems implemented.

¹ https://www.cope.es/tu-radio/noticias/abside-media-crea-guia-etica-integracion-responsable-ia-generativa-20241216_30 [Accessed 23 September 2025]

5. Principle of accountability, relating to responsibility in the development and use of artificial intelligence.
6. Principle of security, aimed at preventing unauthorised external access to proprietary data.
7. Principle of responsiveness to audiences, which emphasises the importance of listening to and addressing public concerns.
8. Principle of inclusion and accessibility, promoting equitable access and representation.
9. Principle of sustainability and efficiency, whereby artificial intelligence is conceived as “an ally in working towards a more sustainable future”.

The philosophy guiding the use of artificial intelligence within this media group is clearly defined: the technology is intended to “assist teams in their work”, not to replace them. Its purpose is to enhance professional practice through technological support. A key ethical boundary is the explicit prohibition on “replacing a worker with an artificial intelligence tool” (De Mora, 2025).

To support its implementation strategy, the organisation conducted a comprehensive report on the adoption of artificial intelligence tools, aimed at identifying use cases, specifying applications, managing licences, and establishing training and professional development plans for its teams.

Within the editorial domain, a specific restriction applies to the use of external generative artificial intelligence tools. The use of platforms such as ChatGPT or Google Gemini for content generation is not permitted. The primary objective of this restriction is to maintain editorial control, uphold professional standards and ensure credibility. Content production must therefore rely exclusively on ÁBSIDE MEDIA’s own materials, ensuring that all outputs are grounded in proprietary content (De Mora, 2025).

Accordingly, ÁBSIDE MEDIA establishes a fundamental distinction in its policy on the use of artificial intelligence, structured around two core principles. First, artificial intelligence may be employed to support editing processes. Second, the generation of non-proprietary content using these tools is prohibited. The objective is to increase efficiency and agility by reducing production time, while ensuring that content is never created entirely from scratch through artificial intelligence.

Finally, to guarantee transparency, all content produced with the assistance of artificial intelligence must include an implicit digital trace, comparable to that associated with any professional output. Moreover, prior to publication, such content must be reviewed by an editor, who remains ultimately responsible for its accuracy and integrity.

2. Objectives

Experiential learning underpins this innovative teaching project. The COIL experience extends beyond classroom based instruction to support the development of skills specific to journalism and audiovisual production. The work was conducted in an online environment, in which students and lecturers collaborated through a range of platforms, including Teams, YouTube, Canva and Skype, in order to produce a competitive output aligned with the demands of the contemporary television industry, particularly within the field of infotainment.

With regard to the research methodology, the study is based on an experiential case study of the audiovisual magazine programme *Comunica con Inteligencia*. This initiative formed part of the second COIL project involving Communication and Journalism students from Universidad San Pablo CEU in Spain and ULIMA in Peru. The learning process was structured around the following criteria and objectives:

1. An innovative teaching experience developed through collaborative work. At the initial stage, the journalistic foundations for scriptwriting and broadcast scheduling were established, integrating criteria agreed upon by the production teams composed of students from both institutions.
2. Alignment with the teaching guidelines of the modules *Audiovisual Journalism* and *Production II: Multi Camera*, with particular emphasis on journalistic writing and

communication, video recording and editing, and the live production of the magazine programme.

3. The development of the multifunctional role of the audiovisual communicator and journalist in content creation. Within both degree programmes, students engaged in a range of production tasks, including production and guest coordination, the creation of opening sequences and scriptwriting).

2.1. COIL, A Collaborative Experience in Teaching Innovation

Within the framework of this teaching innovation initiative, alongside the objectives and methodology outlined above, a number of challenges and obstacles emerged that required coordination between participants from both universities. One of the principal difficulties was the time difference between Madrid and Lima, which necessitated adjustments to schedules for preliminary meetings as well as for the final production of the television programme. A further challenge involved aligning the academic calendars of ULIMA and Universidad San Pablo CEU. To address this, the first week of December was selected, ensuring that students had acquired a foundational level of knowledge in journalism and audiovisual communication prior to the collaborative work.

Beyond these spatial and temporal constraints, the bidirectional nature of the learning process between the two higher education programmes in communication proved to be a decisive factor. This second iteration of the COIL initiative between the two institutions reflects a clear commitment to multicultural exchange and the sharing of knowledge between Spain and Peru, which constitutes one of the central pillars of this collaborative learning experience.

2.2. Academic

With regard to the academic objectives, the emphasis is placed on experiential learning and the promotion of practical content linked to journalism training, as well as the development of communication skills among information professionals. This initiative is delivered within the framework of the *Audiovisual Journalism* module of the Bachelor's Degree in Journalism. Particular attention is given to the application of previously acquired knowledge in the development of audiovisual formats, as well as to the integration of artificial intelligence into students' journalistic practice.

2.3. Professionals

Professional practices include conducting real time interviews, preparing scripts in advance, developing content schedules and carrying out editorial tasks in a manner consistent with standard television news production. The project is also adapted to the television magazine format, enabling students to apply theoretical and academic knowledge to the practical demands of a professional production environment.

3. Methodology

A qualitative and descriptive approach was employed. The case study is based on the analysis of the journalistic content of the programme *Comunica con Inteligencia*, broadcast on the YouTube channel of the *Audiovisual Journalism* course.

In addition, testimonial sources were used, including live discussions during the broadcast, material from pre-recorded reports (such as interviews with lecturers, a report on artificial intelligence in journalism, and an explanatory video on types of artificial intelligence), as well as interviews with experts. These experts include Idoia Salazar; José David García Contto; and Javier de Mora, Director of Innovation at the ÁBSIDE MEDIA Group.

The participants comprised journalism and audiovisual communication students, university lecturers and artificial intelligence experts.

Among the categories of analysis developed, the following stand out: the opportunities and challenges of artificial intelligence, its use in education and journalism, its impact on employment, ethical considerations, types of artificial intelligence and specific tools, as well as its regulation.

3.1. News and Testimonial Production: Scripting the Programme

To carry out this project, a series of audiovisual reports were initially recorded during the first weeks of the internship, prior to the live broadcast of the programme (November 2024). These approximately two-minute segments reflected, through testimonies from lecturers at the Faculty of Humanities and Communication Sciences at Universidad San Pablo CEU, expert perspectives on the academic application of artificial intelligence in the teaching of audiovisual journalism. The reports were produced by fourth-year Journalism students María Guillén and Carlota Hernández, and included contributions from the following expert sources: Miguel Ángel de Santiago; Teresa Barceló; and Gonzalo Fuentes.

In addition, a summary segment was presented by Natalia Langdon, an undergraduate research assistant for the *Audiovisual Journalism* course, covering the workshop “Mobile Audiovisual Coverage with AI: Science in Images and AI”, held as part of the 24th edition of Science and Innovation Week, organised by the Madrid I+D Knowledge Foundation in collaboration with Universidad San Pablo CEU. This workshop was delivered by Professors Alcudia and Cervera, and involved high-achieving sports students from the Ortega y Gasset M-86 Secondary School, who were introduced to the use of artificial intelligence tools for 360-degree mobile coverage of science applied to high-performance sport. This activity forms part of the Argorlit research project on media literacy and knowledge, which also includes the present study.

The programme had a total duration of nearly forty-two minutes. The presenters from Madrid were students Celia Bocelo and Alfonso Iniesta, while in Lima the presenters were Angie Minaya and Cristina Torres. As noted previously, the hybrid nature of the format also enabled the inclusion of two interviews. From Madrid, the programme featured Professor Idoia Salazar, while from Peru the interviewee was José David García Contto.

At Universidad San Pablo CEU, the journalistic process was supervised by lecturers Esther Cervera and Mario Alcudia. The process began with an initial outline in which the content and timing were structured. An online script was then developed, to which students from both universities were granted access. Following the research phase, the presenters’ contributions were organised to ensure a natural delivery. Students undertook extensive preparation in advance of their participation. Once the script had been jointly reviewed by students and lecturers, rehearsals were conducted in the days leading up to the broadcast to ensure clarity of roles and coherence of execution, allowing the programme to be delivered smoothly on the day.

3.2. Editing and Recording of Audiovisual Content

In multi-camera production for a live programme, resources such as the incorporation of pre-recorded audiovisual material are commonly employed. In the magazine programme *Comunicación con Inteligencia*, this material included, as noted above, segments, bumpers, interviews, opening sequences, background elements, transitions and copy.

The editing and recording of all materials for this programme aimed to apply the knowledge acquired in previous courses, as well as in the current module. At the same time, students were given the freedom to select formats and concepts aligned with their preferences and habitual media consumption. In this way, while maintaining established standards of recording and editing, the content and audiovisual language were adapted to the types of productions that students commonly engage with on platforms such as Instagram, TikTok and Facebook.

Social media and emerging narrative forms have adapted to the ways in which Generation Z interacts with media; rather than adhering to traditional viewing schedules, audiences now choose when and how they consume audiovisual content. In this context, a pioneering initiative

was undertaken in which an existing flagship programme, without altering its core identity, was adapted to reflect contemporary modes of television consumption among younger audiences.

In the production of the magazine programme, footage was recorded using professional ENG cameras as well as equipment typically employed in live multi-camera production. The final material was edited using Adobe Premiere Pro.

3.3. The Interview with Idoia Salazar: A Testimonial Study Based on Professional Experience.

Idoia Salazar is the president and founder of OdiseIA, an expert in artificial intelligence (AI) for the European Parliament and the World Economic Forum, and a lecturer at CEU San Pablo University. She identifies two types of artificial intelligence: weak and strong.

- **Weak AI:** This refers to artificial intelligence designed to perform specific and well-defined tasks. For example, a system that is highly effective at playing chess but not draughts, or one capable of drafting legal judgements but not providing medical treatment. This is the type of AI currently in use worldwide, trained to solve particular problems without possessing knowledge beyond its designated scope.

- **Strong AI:** This form of artificial intelligence resembles human intelligence, as it is capable of performing a wide range of tasks effectively, such as learning to play chess and draughts, or playing the violin and writing a novel. Although it remains a theoretical concept towards which research is progressing, strong AI is still at an exploratory or “brainstorming” stage.

The current trend points towards the development of this form of superintelligence or strong AI. If such a stage were reached, it would correspond to what is known as the technological singularity, a point at which a new “species” could emerge that would potentially surpass human intelligence.

Salazar asserts that technology may eventually overtake humanity, stating that when this occurs, “it will be the moment of the technological singularity and we will have a new race that is supposedly superior to humans, and this is the great fear they are warning us about now”.

Some artificial intelligence systems are already capable of replicating and improving themselves. This raises key questions regarding whether such developments will pose risks to humanity or provide further benefits, as well as whether coexistence with this form of intelligence will be possible. At present, these concerns are being addressed through regulatory frameworks and human oversight of artificial intelligence systems.

For this reason, it is essential to promote ethical education and awareness about artificial intelligence across all age groups, from students to older adults, so that it is understood as a tool rather than a substitute for human intelligence.

Idoia Salazar also highlights that one of the main advantages of artificial intelligence, particularly since the emergence of ChatGPT, is its democratisation. This accessibility is reflected in three fundamental elements:

1. Ease of use.
2. Low cost.
3. Practical usefulness.

She illustrates this with the example of an elderly person who, in the same way they might use a search engine such as Google, could use ChatGPT to better understand a medical diagnosis, a legal judgement or a complex administrative document. Artificial intelligence can also adapt the language of communication to the user’s level of comprehension, whether they are a child, an adult, or a person with cognitive, hearing or visual difficulties, making it a highly versatile and accessible tool.

Regarding the preparation of schools and teachers for the introduction of artificial intelligence in the classroom, Idoia Salazar notes that training remains insufficient. Technological change occurs at a rapid pace; for instance, ChatGPT altered the teaching paradigm almost overnight. The initial international response was largely to restrict its use, although approaches have since shifted towards more rational and guided integration.

An adaptation period is necessary, even if brief, given the speed at which the technology evolves. Teachers are called to rethink pedagogical approaches, moving beyond theoretical texts or tasks that can be easily completed by machines. Students should understand that artificial intelligence is not a replacement tool, but a complement to their work, enabling them to enhance their capabilities. She suggests that schools and universities should normalise the use of this technology, incorporating it as a complementary element in academic projects. Transparency is essential, requiring clear identification of the tools used and the sources consulted. For example, assignments may include documentation of search prompts or the tools employed in the process.

If students do not combine information generated by artificial intelligence with their own creativity and additional sources, the quality of their work will be limited, as these systems operate on statistical models and are likely to produce similar outputs when given identical inputs.

Artificial intelligence has transformed virtually every sector of society, including education, industry, medicine, agriculture and livestock farming. From a legal perspective, particularly within the European context where regulatory approaches are often stringent, it has become a central issue. The European Parliament has developed legislation on artificial intelligence, adopted on 2 August of the previous year, which is scheduled to come into full effect on 2 August 2026. During this transitional period of 18 months, companies developing or using artificial intelligence systems are required to comply with the ethical provisions established by the regulation to ensure a positive impact on users.

Idoia Salazar further emphasises that artificial intelligence represents a major technological revolution that will lead to the displacement of certain jobs, while simultaneously generating new professional opportunities. The emergence of these roles is expected to exceed those created during the Internet era.

Her recommendation is to maintain an open mindset, engage in continuous learning and adapt progressively to change. Rather than focusing solely on technical skills, she highlights the importance of understanding the impact of artificial intelligence across different professions and learning how to use generative tools to complement existing work practices. She encourages communicators in particular to remain open to the technological developments associated with this transformation.

3.4. Lessons Based on the Journalistic Production of Audiovisual Content.

The methodology applied to the case study of the audiovisual programme involves a structured content analysis that distinguishes and systematises different routines whose development is based on, or complemented by, the use of AI.

In the academic sphere:

- Daily work and research: Tools such as ChatGPT are widely used for writing, research, and supporting the work of both lecturers and students.
- Audiovisual production: AI is used to generate accurate and rapid subtitles for class videos, saving time and improving the communication of ideas.
- Creative drive and productivity: Artificial intelligence serves as a catalyst for overcoming creative blocks, enhancing productivity, creativity and efficiency in projects.
- Educational support: Some lecturers encourage and guide the use of AI, including in doctoral thesis work, recognising it as a valuable tool.
- Accessibility and comprehension: AI can adapt language to different levels of comprehension, from children to older adults and individuals with hearing or visual impairments, thereby simplifying complex documents.
- Redefining teaching: The emergence of AI is prompting educators to rethink their teaching methods, avoiding tasks that can be easily completed by machines and encouraging its complementary use.
- Transparency: It is essential to standardise its use as a complement in academic work, clearly indicating the sources consulted and the queries made to generative AI tools.

In journalism and audiovisual work:

- Content generation: AI can create images and sounds from scratch; it also influences post-production processes and enables the editing of innovative content.
- Journalistic narrative: It shapes the way stories are told, from the automatic generation of content to the personalisation of news for specific audiences.
- Automation and efficiency: AI is useful for streamlining time-consuming routine processes, such as processing, organising, translating or interpreting large volumes of data for reports, videos or podcasts.
- Writing assistance: Journalists use AI to generate ideas, suggest headlines, or propose conclusions for stories.
- Specific tools: Copilot (a productivity assistant for text and code), MidJourney (image generation from text) and Suno (audio and music generation from text) are cited as examples of how AI is transforming creative work.

Furthermore, this analysis and overview of the content highlight potential challenges and ethical considerations. Despite its benefits, the use of AI presents significant challenges:

- Ethical dilemmas and misinformation: AI raises ethical concerns and the possibility that automated systems may alter the creative process. There is a risk of inaccurate or false information, particularly if models are trained on content previously generated by other AI systems.
- Manipulation of language: AI can deliberately alter not only textual language but also audiovisual content, making it more difficult to discern the truth and contributing to the spread of “fake news”, thereby increasing “infoxication”.
- Verification: In the face of an abundance of information, it is essential that users and journalists exercise critical thinking, verifying and cross-checking content rather than assuming that AI-generated outputs are definitive or accurate.
- Generation gap: Explaining AI to older individuals who have not grown up with this technology can be challenging, although tools such as ChatGPT facilitate understanding.
- Education and adaptation: The rapid evolution of AI requires ongoing training for both teachers and students to understand its applications and to establish clear boundaries, ensuring that it is used as a complement rather than a substitute.

4. Conclusions

The journalistic role of the communicator is already closely linked to the development and application of artificial intelligence, although it remains essential not to overlook the human element. This tool, like many that will emerge in the future, must always serve the purposes of information. “Communicating with intelligence”, as the title of this article suggests, is a responsibility shared by all those engaged in reporting. The use of this technology brings the following values to journalism:

Sustainability as the cornerstone of the use of this technology. Its application is worthwhile when it is grounded in appropriate functionality and contributes to saving time through the automation of repetitive tasks.

Journalists gain greater value, as does their work, since journalistic and human judgement continues to prevail.

Its use extends beyond the adoption of a technological tool and forms part of a broader communication strategy within media organisations. A significant transformation is taking place in the media sector, accompanied by a commitment to continuous training, which is not optional but essential in ensuring a competitive and effective profession.

The ethical use of tools that support news production tasks is essential, while consistently maintaining the rigour and credibility of both the media outlet and the professional responsible for producing the content.

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