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JOUR 5070

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For this story, I focused on finding sources who could represent different perspectives on BearcatGPT. I found most of my sources through UC directories and recommendations from professors and staff. I wanted to include both student and faculty voices, as well as someone involved in AI development and an AI expert. Thomas Scherz and Dr. Alvaro Ortiz were especially helpful because they provided detailed explanations of how AI is used in classrooms and how it impacts learning.

I structured the story to move from a student perspective into a broader discussion of BearcatGPT and its impact. I started with a student voice to make the topic more relatable, then introduced the platform and how it is being used at UC. In the middle, I focused on different perspectives from faculty and students. I ended by looking at the future of AI in education to bring the story back to a larger conversation.

One of the main challenges I encountered was sourcing, especially when trying to secure interviews with staff in Digital Technology Solutions who had been involved hands-on with BearcatGPT. There were several sources that initially agreed to participate, but then stopped responding when I followed up to schedule a time. This made it difficult to move forward with reporting at certain points. I addressed this by being persistent with follow-ups and holding sources accountable once they agreed to an interview, which helped me eventually secure the interviews I needed.

What I enjoyed most about producing this piece was gaining a deeper understanding of AI and how it is being used in academic settings. Through reporting, I was able to hear a range of perspectives, which helped me see the topic from multiple angles. Talking with different sources made the issue feel more complex and more real. I also really enjoyed how this topic created meaningful, engaging conversations in my interviews that made for some great quotes.

The most difficult part of the process was navigating the different guidelines and regulations on UC's AI website. There was a large amount of information, and it was often detailed and technical. It took time to understand what was most relevant to the story and how to present it clearly. I had to focus on simplifying that information so it would be easy for readers to understand without losing the meaning behind the policies.

One aspect of the story that worked well was the balance of perspectives. I was able to include voices from students, faculty and AI developers, which helped present the topic in a more complete way. Each source added a different viewpoint, which made the story feel more layered and grounded. I also think starting with a student perspective helped make the topic more relatable and easier to understand before moving into a larger discussion about BearcatGPT and university policies.

If I had the chance to do this story again, I would start reaching out to sources earlier, especially those in Digital Technology Solutions. Delays in communication made parts of the reporting process more difficult, so giving myself more time would have helped. I would also try to include one additional student perspective to further balance

the story. While I had a range of viewpoints, adding another student voice could have strengthened it more.