Data Driven Agency Cluster
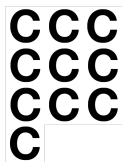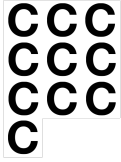
Creatively Using Digital Technology

Mastering Digital Competencies: From Literacy to Creative Innovation

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Co-funded by
the European Union

Templates Introduction

Following templates are a part of the *Cyanotypes Training Design Guidelines* as a comprehensive set of information, instructions, recommendations and standards providing direction and structure for the design, development and implementation of the Cyanotypes *Creative Agency Circle Training Curriculum*.
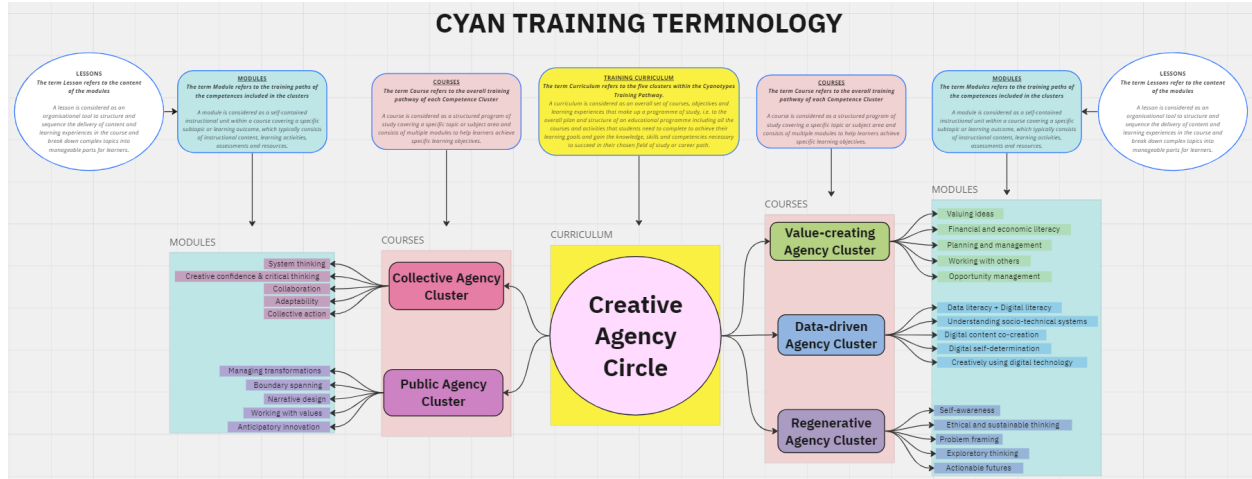
Important Notes
- The items in green belong to the platform structure/functionalities
- The items in red are to be examined and eventually, validated from round 2 of content development
- All the templates include:
  - the mandatory elements required for EQF/ECTS courses
  - the instructions provided by Lusofona (the technical partner responsible for the platform)
  - the mandatory elements required to issue micro-credentials highlighted in red font that will be discussed and eventually validated in round 2 of content development.

Course (Cluster) Template

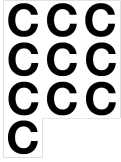This course template serves as a framework or blueprint for structuring and organising the content, activities and assessments of the course. The course template is a valuable tool for guiding the course design process, promoting consistency and clarity, and enhancing the overall quality of the learning experience for students. While the module template focuses on the specific modules within a course, the course template serves as a structure for the overall course.
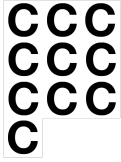
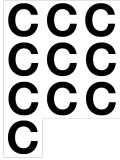|	
Cluster	Data Driven Agency
Course Title	Mastering Digital Competencies: From Literacy to Creative Innovation
Course objective	The objective of this course is to equip learners with a comprehensive understanding and practical skills in key areas of the digital landscape. Participants will develop data and digital literacy, gain insights into socio-technical systems, and cultivate digital self-determination. The course aims to foster creative use of digital technology and collaborative digital content creation, empowering learners to effectively navigate, contribute to, and innovate within the digital world.
EQF Level	5
ECTS credit points	10
Workload (in hours)	250
Admissions Procedure	*Open to all*
Prerequisite if applicable	*None*
Entry Requirements	*None*
Fees	*Free*
Type of credential	*Digital*
Learning Setting	*Non-formal*
Delivery mode	*Online*
Target group	*Learners working in the creative sector*
Learning Objectives *Outline of the general objectives and competences that learners will acquire upon completion of the course aligned with the overall goals of the micro-credential*	- Develop proficiency in data and digital literacy, enabling effective data collection, management, interpretation, and communication. - Enhance their ability to critically evaluate the credibility and trustworthiness of digital information, recognizing biases and misinformation. - Gain a comprehensive understanding of socio-technical systems, analyzing and

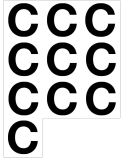|	
	navigating the interactions between social and technical components. ● Acquire skills in digital self-determination, including managing personal data, understanding legal rights, and applying privacy protections. ● Master the use of AI platforms and virtual reality technology to produce innovative and engaging creative works. ● Collaborate effectively in digital content co-creation, using collaborative tools, version control systems, and designing online spaces with ethical and technical considerations. ● Apply online safety concepts and implement security measures to mitigate risks in the digital environment. ● Integrate digital technologies to optimize creative practices and enhance overall digital literacy and creative capacity.

Course Structure
Description of the overall structure of the course and its flow, and list of the titles and key topic of modules included
	Description:
	The course is structured to progressively build digital competencies, starting with foundational skills in data and digital literacy, and advancing to creative innovation and collaborative digital content creation. Each module is designed to develop specific skills and knowledge, culminating in practical applications and project-based learning.
	
	Modules and Key Topics:
	
	● Data Literacy & Digital Literacy:
	  ● Collecting, managing, and interpreting data
	  ● Navigating digital technologies
	  ● Online communication and critical evaluation of digital information
	  ● Recognizing and evaluating digital source credibility
	  ● Online safety and security measures
	● Understanding Socio-Technical Systems:
	  ● Roles and influences of socio-technical systems

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	- User feedback processes and tools - Stakeholder interactions at macro and micro levels - Digital Self-Determination: - Selecting appropriate training data - Legal rights and data protection (GDPR) - Managing personal data - European Declaration on Digital Rights - Creatively Using Digital Technology: - Advantages and selection of digital tools in creative practices - AI platforms for image generation and VR presentations - Designing and producing VR presentations - Prompt engineering and generative AI systems - Digital Content Co-Creation: - Collaborative design and content creation - Ethical content creation - Collaborative tools and version control systems - Online co-creation spaces and SOPs - Reflecting on digital technology for innovative outcomes
Teaching methodology *(e.g lectures, problem-based learning, experiential learning and so on)*	Distant Education
Learning Activities *(e.g. discussions, group projects, case analyses, hands-on practical activities, quizzes, debates, role-playing scenarios and so on)*	1. Discussions: Engage in discussions on the role and impact of digital technology in creative practices. 2. Case Analyses: Analyze case studies demonstrating the use of digital technology to enhance creative work. 3. Hands-on Practical Activities: Participate in hands-on practical activities using AI platforms for image generation. 4. Quizzes: Take quizzes to test understanding of digital tools and AI concepts. 5. Debates: Engage in debates on the ethical implications and limitations of generative AI systems.

	6. Role-playing Scenarios: Participate in role-playing scenarios to simulate prompt engineering and AI interactions. 7. Peer Review: Conduct peer review sessions to provide and receive feedback on VR presentations. 8. Group Project: Develop a group project integrating various digital technologies to demonstrate learned skills.
Learning Materials *List of resources and other instructional content that learners will engage with throughout the course (readings, videos, textbooks, articles, case studies, presentations and so on)*	*Readings, Videos, Articles*
Assessment methods/types *Description of the assessments and evaluation methods that will be used to measure learners' understanding and mastery of the course content (this may include quizzes, assignments, projects, presentations or exams)*	***Quizzes:*** *Short quizzes can be administered throughout the course to assess understanding of key concepts.*
Language	English
Support and Feedback *Description of the support services available to learners, such as access to instructors, mentors or online forums and explanation of how learners will receive feedback on their progress and performance throughout the course.*	
Criteria for Completion *Outline of the criteria that learners must meet in order to successfully complete the course and earn the micro-credential. This may include achieving a certain score on assessments, completing all assignments or participating in discussion forums (aligned with the micro-credentials requirements).*	
Credentialing *Outline of the process for earning the micro-credential, including any requirements for submitting evidence of learning or completing a final assessment and*	

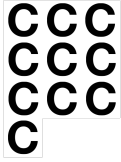|	
explanation of how learners will receive their credential upon successful completion of the course.	
Additional Information *Any additional information or resources that learners may find helpful, such as technical requirements, contact information for support services or policies regarding academic integrity and plagiarism.*	

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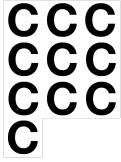
Module (Competence) Template

This template is part of the *Cyanotypes Training Design Guidelines* as a comprehensive set of information, instructions, recommendations and standards providing direction and structure for the design, development and implementation of the Cyanotypes *Creative Agency Circle Training Curriculum*.

A module template is a structured framework that outlines the components and organisation of a self-contained unit of instruction within a course, known as a module. It serves as a guide for instructors to design and develop cohesive modules that contribute to the overall course objectives.
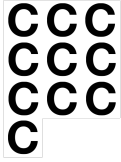
Cluster and competence	Data Driven Agency
Module Title	Creatively Using Digital Technology
EQF Level	5
ECTS credit points	2
Workload (in hours)	50
Module code if applicable (for Universities)	
Admissions Procedure	*Open to all*
Prerequisite if applicable	*None*
Entry Requirements	*None*
Fees	*Free*
Type of credential	
Learning Setting	*Non-formal*
Delivery mode	*Asynchronous online*
Target group	*SEE LIST BELOW*
Module objective *Brief overview of the main purpose/s. (EX: The module aims to enhance the skills of migrants (asylum seekers, refugees and third country nationals) to perceive important values and terms of civic education and active participation in the political and social life of the host countries. Furthermore, it attempts to encourage critical thinking and create political and citizen awareness.)*	The module aims to equip learners with the skills to creatively leverage digital technology, recognizing its potential to transform and enhance creative endeavors. By exploring and employing a variety of digital tools and innovative methods, participants will be able to produce and enhance creative work across multiple platforms.

	Specifically, the course will cover the design and implementation of virtual reality presentations, effective use of AI platforms for image generation, and other emerging digital technologies. This module seeks to foster a deeper understanding of digital creativity, encouraging learners to integrate these technologies into their personal and professional projects, thus enhancing their overall digital literacy and creative capacity.
Learning Outcomes *Outline of the specific KSRs (Knowledge, Skills, Responsibility and Autonomy + Professional behaviours in context) that learners will acquire upon completion of the module, which shall be measurable and aligned with the overall goals of the micro-credential ("By the end of this module learners will…..")*	1. Recognise and identify the advantages of digital technology within creative practices and select suitable digital tools to optimise their creative work. 2. Use AI platforms to define and adapt prompts for image generation and presentations in virtual reality. 3. Design and produce presentations using virtual reality (VR) technology, tools and platforms enhancing engagement and understanding among the audience. 4. Recognise advantages and limitations of generative AI systems by employing prompt engineering methods to effectively utilise AI systems and obtain valuable outcomes
Module content *Main content of the module organised into logical sections (lessons breakdown)*	Lesson 1: Introduction to Digital Creativity ● Definition and importance of digital creativity ● Overview of digital technology in creative practices ● Identifying the advantages and potential of digital tools Lesson 2: Digital Tools for Creative Work ● Understanding and Utilization of Digital Tools ● Integration and Application of Creative Techniques ● Critical Evaluation and Iteration

Lesson 3: Innovative Methods in Digital Creativity

- Exploring emerging digital technologies (e.g., VR)
- Integrating multiple digital tools in creative workflows

Lesson 4: AI Platforms for Image Generation (Sandra)

- Introduction to AI platforms (e.g., DALL-E, MidJourney and others)
- Defining and adapting prompts for desired outcomes
- Practical exercises in prompt engineering

Lesson 5: Ethics and Limitations of Generative AI (Sandra)

- Understanding the ethical considerations of AI in creative process
- Recognising and addressing limitations of AI systems

Lesson 6: Legal issues in the use of AI

- Copyright Issues
- Patent Issues
- Trademark Issues
- Trade Secrets
- Legal Precedents and Emerging Trends
- Ethical Considerations
- Future Directions
- International examples
- Protecting your intellectual properties

This structure ensures a logical progression from understanding basic concepts to applying advanced techniques in digital creativity.

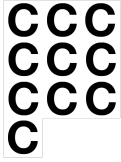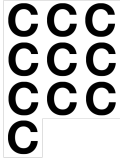|	For the second round: Lesson X: Virtual Reality Presentations ● Introduction to VR technology and tools ● Designing and creating VR presentations ● Hands-on workshop: Producing a VR presentation
Learning Activities *(e.g. discussions, group projects, case analyses, hands-on practical activities, quizzes, debates, role-playing scenarios and so on)*	1. Discussions: Engage in discussions on the role and impact of digital technology in creative practices. 2. Case Analyses: Analyze case studies demonstrating the use of digital technology to enhance creative work. 3. Hands-on Practical Activities: Participate in hands-on practical activities using AI platforms for image generation. 4. Quizzes: Take quizzes to test understanding of digital tools and AI concepts. 5. Group project
Learning Materials *List of resources and other instructional content that learners will engage with throughout the course (readings, videos, textbooks, articles, case studies, presentations and so on)*	Presentations, readings and articles, videos
Formative Assessment *DESCRIPTION:* *- Formative assessments occur during the learning process and are used to monitor student learning progress and provide ongoing feedback to improve learning.* *- The primary goal of formative assessment is to identify areas where students are struggling and to adjust instruction accordingly to meet their needs.* *- Formative assessments are usually low-stakes and can take various forms, such*	***Quizzes:*** *Short quizzes can be administered throughout the course to assess understanding of key concepts.*

as quizzes, class discussions, homework assignments or peer reviews. Outline of the methods of assessment included in the module to evaluate learners' understanding and mastery of the module's content (they may include quizzes, assignments, projects, discussions or other forms of formative and summative assessments)	
Summative Assessment - Summative assessments occur at the end of a learning period or unit of study and are used to evaluate student learning outcomes and to assign grades or measure achievement against learning standards. - Summative assessments are typically high-stakes and often take the form of final exams, standardised tests, or culminating projects. - The primary goal of summative assessment is to determine the extent to which students have mastered the content or skills covered in a particular unit or course. Outline of the types of the assessment included in the module to evaluate learners' understanding and mastery of the module's content (they may include quizzes, assignments, projects, discussions or other forms of formative and summative assessments)	● **Exams:** *Traditional written exams can be used to assess overall understanding and mastery of course content.* ○ *Multiple Choice Exams* ○ *Short Answer/Structured Response Exams* ○ *Essay Exams* ● **Case Studies:** *Present students with real-world scenarios or case studies and assess their ability to apply course concepts to analyze and solve problems.*
Bibliography/references List of resources (research, study materials etc) that helped you develop the module content and activities	
Language	

Lesson Templates

The lesson templates are a part of the *Cyanotypes Training Design Guidelines* as a comprehensive set of information, instructions, recommendations and standards providing direction and structure for the design, development and implementation of the Cyanotypes *Creative Agency Circle Training Curriculum*. A lesson plan template is a structured document that outlines the details of a single instructional session or lesson within a course. It serves as a guide for instructors to effectively organise and deliver instruction, as well as assess student learning.
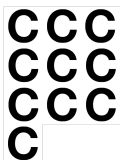
Important Notes
Below, you will find instructions for the development of lessons and items to deliver within online learning environments and for lessons and items to deliver within face to face learning environments.
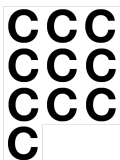
Lesson Template: Lesson 1

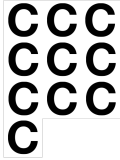| Cluster and module	
Data Driven Agency - MODULE 1. Creatively using digital technology	
LESSON TITLE	
Lesson 1: Introduction to Digital Creativity	
Duration in Hours	
8	
EQF level	
5	
LESSON LEARNING OUTCOME/S *(max 3 bullet points)*	
- Define digital creativity and its transformative impact on CCIs. - Understand digital technology's integration in creative fields. - Identify benefits of digital tools: efficiency, collaboration, innovation, accessibility, and economic impact.	
LESSON OVERALL DURATION *(in minutes)*	
500 minutes	
Instructions for lesson item/s within ONLINE learning environments	
Item 1	
Title	Definition and importance of digital creativity
Objective *(one sentence)*	To define digital creativity, understand its significance in the Cultural and Creative Industries (CCIs), explore the integration of digital technology in creative

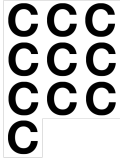|	
	practices, and identify the benefits and challenges of digital tools.
Duration *(in minutes)*	40
Type *(see screenshot of the "legend" below)*	text
Item 2	
Title	Overview of digital technology in creative practices
Objective *(one sentence)*	To provide an overview of how digital technology has revolutionized creative practices across various disciplines, enabling enhanced creativity, collaboration, and access to resources, while also addressing challenges and future trends.
Duration *(in minutes)*	30
Type *(see screenshot of the "legend" below)*	text
Item 3	
Title	The digital creativity consultant
Objective *(one sentence)*	To understand the role of a digital creativity consultant in leveraging digital tools to enhance creative processes, select suitable technologies, utilize AI and VR, integrate new technologies, manage transitions, ensure compliance, mentor teams, and drive innovation and productivity.
Duration *(in minutes)*	30
Type *(see screenshot of the "legend" below)*	text
Item 4	
Title	Resources tasks
Objective *(one sentence)*	To help learners explore the intersection of art and technology, understand digital innovation's role in the arts, and consider the support systems necessary for tech-based artists.
Duration *(in minutes)*	120
Type *(see screenshot of the "legend" below)*	text
Item 5	
Title	Quiz
Objective *(one sentence)*	To assess learners' understanding of various AI platforms used in art and technology, focusing on their specific functions and benefits within creative fields.
Duration *(in minutes)*	20
Type *(see screenshot of the "legend" below)*	quiz
Item 6	
Title	Exploring Digital Creativity
Objective *(one sentence)*	To develop a deep understanding of digital creativity, enhance research and writing skills, and gain hands-on

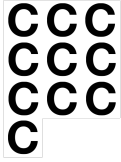|	experience with digital tools and technologies, integrating theory and practice.
Duration *(in minutes)*	140
Type *(see screenshot of the "legend" below)*	text
Item 7	
Title	Scenarios
Objective *(one sentence)*	To improve digital creativity skills by experimenting with tools and techniques to create and refine unique digital artworks.
Duration *(in minutes)*	100
Type *(see screenshot of the "legend" below)*	Text
Item 8	
Title	Final assessment
Objective *(one sentence)*	To assess learners' understanding of the core concepts and practical applications related to the subject matter covered in the lesson.
Duration *(in minutes)*	2
Type *(see screenshot of the "legend" below)*	Final assessment
...... ADD ANY FURTHER ITEMS if applicable and follow the same instructions	
Lesson Assignment	
Optional section: Additional and Open Educational Resources	- The relationship between artistic activities and digital technology development https://www.europarl.europa.eu/RegData/etudes/STUD/2019/634440/EPRS_STU(2019)634440_EN.pdf - Tech as Art: Commissioned Essays from Arts Practitioners (n.d.) https://www.arts.gov/impact/arts-technology-field-scan/essays - Tech as Art: Supporting Artists Who Use Technology as a Creative Medium (n.d.) https://www.arts.gov/impact/research/publications/tech-art-supporting-artists-who-use-technology-creative-medium
Instructions for lesson item/s within FACE TO FACE learning environments	
Item 1	
Title	

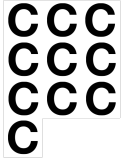|	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on exercises, demonstrations, case studies, presentations, etc) including any references if applicable*	
Further instructions *(if applicable)*	
Item 2	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on exercises, demonstrations, case studies, presentations, etc) including any references if applicable*	
Further instructions *(if applicable)*	
Item 3	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	

Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on exercises, demonstrations, case studies, presentations, etc) including any references if applicable*	
Further instructions *(if applicable)*	
...... ADD ANY FURTHER ITEMS if applicable and follow the same instructions	
Lesson Assessment and Evaluation *Describe the assessment tools/methods and relevant evaluation criteria with instructions that will be used to measure student learning and achievement. This may include quizzes, assignments, exams, projects, presentations or participation in discussions*	
Lesson Teaching Sequence *Briefly outline the sequence of the items (activities or topics) covered in the lesson, along with estimated time allocations for each segment. Provide a clear roadmap of how the lesson will unfold from start to finish (possibly in a few sentences and/or bullet points)*	
Optional **Lesson Instructional Strategies** *Briefly describe the instructions and teaching strategies/methods to carry out and deliver the lesson items*	
Optional **Lesson Instructional Supports** *Identify any instructional supports or scaffolding strategies that will be provided to help students understand and engage with the content. This*	

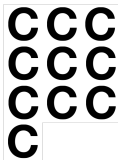|	
may include guided practice, modelling, feedback or additional resources for further exploration	
Optional **Homework or follow-up activities** *Provide guidance on any homework assignments or follow-up activities that students should complete after the lesson to reinforce learning and prepare for future sessions*	

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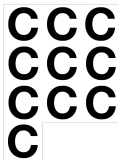# Lesson Template: Lesson 4

Cluster and module	
Data Driven Agency - MODULE 1. Creatively using digital technology	

LESSON TITLE
Lesson 4: AI Platforms for Image Generation

Hours
8

EQF level
5

LESSON LEARNING OUTCOME/S *(max 3 bullet points)*
- Gain a comprehensive understanding of various AI platforms (e.g., DALL-E, MidJourney) and their applications in creative industries.   - Develop skills in crafting and refining prompts to achieve specific and desired outcomes in AI-generated content.

LESSON OVERALL DURATION *(in minutes)*
500 minutes

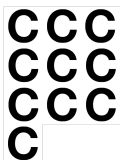| Instructions for lesson item/s within ONLINE learning environments	
Item 1	
Title	Introduction to AI platforms (e.g., DALL-E, MidJourney and others)
Objective *(one sentence)*	To explore how AI platforms are revolutionizing the creative sector by enhancing artistic processes, enabling new forms of expression, and streamlining production workflows, highlighting their benefits and potential challenges.
Duration *(in minutes)*	40
Type *(see screenshot of the "legend" below)*	text
Item 2	
Title	Defining and adapting prompts for desired outcomes
Objective *(one sentence)*	To teach the principles of crafting and adapting AI prompts, focusing on strategies, best practices, and challenges to achieve desired, accurate, and relevant AI responses.
Duration *(in minutes)*	30

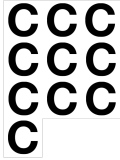|	
Type *(see screenshot of the "legend" below)*	text
Item 3	
Title	Practical exercises in prompt engineering
Objective *(one sentence)*	To develop skills in crafting precise, effective prompts for AI, enhancing creativity and accuracy in content creation, image generation, and virtual presentations.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 4	
Title	Resources tasks
Objective *(one sentence)*	To master prompt engineering, comparing AI image generators, and exploring their applications and ethical considerations in creative projects through practical tasks and analysis.
Duration *(in minutes)*	100
Type *(see screenshot of the "legend" below)*	text
Item 5	
Title	Quiz
Objective *(one sentence)*	To assess knowledge of various AI platforms, their specific uses, and benefits in creative applications, focusing on image generation, graphic design, and music composition.
Duration *(in minutes)*	20
Type *(see screenshot of the "legend" below)*	quiz
Item 6	
Title	Mastering AI Image Generation: Practical Tasks and exercises
Objective *(one sentence)*	To understand and compare AI platforms, craft detailed prompts, gain hands-on experience with AI image generators, and develop skills for creating VR presentations through structured exercises.
Duration *(in minutes)*	140
Type *(see screenshot of the "legend" below)*	text
Item 7	
Title	Scenarios
Objective *(one sentence)*	To enhance their ability to utilize AI platforms like DALL-E and MidJourney for creating effective images and texts, refining their creative skills, and achieving specific visual and narrative outcomes.
Duration *(in minutes)*	100

Type *(see screenshot of the "legend" below)*	Text
Item 8	
Title	Final assessment
Objective *(one sentence)*	The objective of this final assessment is to assess learners' understanding of the core concepts and practical applications related to the subject matter covered in the lesson.
Duration *(in minutes)*	2
Type *(see screenshot of the "legend" below)*	Final assessment
...... ADD ANY FURTHER ITEMS if applicable and follow the same instructions	
Lesson Assignment	
Optional section: Additional and Open Educational Resources *To deep dive into the topic/s. Each resource shall include: one sentence description and how it can enhance learning + link or reference to access it (this is a collection of links to further readings, videos or supplementary materials & OERs relevant to the module topic).*	10 Top AI Image Generators https://www.vktr.com/ai-platforms/10-top-image-generators/ - Top 5 Open Source AI Image Generators: Free Tools for Creative Projects https://myscale.com/blog/top-5-open-source-ai-image-generators-free-tools-for-creative-projects/ - AI Image Generation Tools https://mitsloanedtech.mit.edu/ai/tools/images/
Instructions for lesson item/s within FACE TO FACE learning environments	
Item 1	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on*	

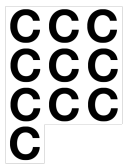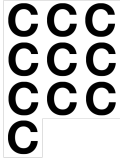|	
exercises, demonstrations, case studies, presentations, etc) including any references if applicable	
Further instructions *(if applicable)*	
Item 2	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on exercises, demonstrations, case studies, presentations, etc) including any references if applicable*	
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Item 3	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on exercises, demonstrations, case studies,*	

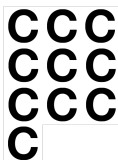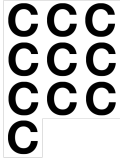|	
presentations, etc) including any references if applicable	
Further instructions *(if applicable)*	
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Lesson Assessment and Evaluation *Describe the assessment tools/methods and relevant evaluation criteria with instructions that will be used to measure student learning and achievement. This may include quizzes, assignments, exams, projects, presentations or participation in discussions*	
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Optional **Homework or follow-up activities** *Provide guidance on any homework assignments or follow-up activities that students should complete after the lesson to reinforce learning and prepare for future sessions*	

Lesson Template: Lesson 6

Cluster and module
Data Driven Agency - MODULE 1. Creatively using digital technology

LESSON TITLE
Lesson 5: Ethics and Limitations of Generative AI

Hours
8

EQF level
5

LESSON LEARNING OUTCOME/S *(max 3 bullet points)*
- Recognize the ethical implications of generative AI in the creative process, including issues related to authorship, privacy, bias, and the creation of deepfakes.   - Identify the inherent limitations of AI systems, such as their dependence on training data and lack of true creativity, and explore how these limitations affect their application in creative industries.   - Develop the skills necessary to effectively use AI tools for generating creative content.

LESSON OVERALL DURATION *(in minutes)*
500 minutes

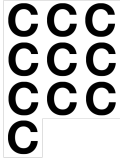| Instructions for lesson item/s within ONLINE learning environments	
Item 1	
Title	Understanding the ethical considerations of AI in creative process
Objective *(one sentence)*	To understand the ethical implications of using generative AI in creativity, focusing on data ethics, privacy, bias, transparency, and societal impact, to manage AI use responsibly in creative industries.
Duration *(in minutes)*	40
Type *(see screenshot of the "legend" below)*	text
Item 2	
Title	Recognising and addressing limitations of AI systems

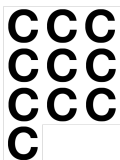|	
Objective *(one sentence)*	To recognize and address the inherent limitations of AI in the creative sector, focusing on enhancing human-AI collaboration, ensuring data diversity, and implementing continuous monitoring to effectively integrate AI while maintaining the richness of human creativity.
Duration *(in minutes)*	20
Type *(see screenshot of the "legend" below)*	text
Item 3	
Title	Practical exercises in prompt engineering
Objective *(one sentence)*	To develop proficiency in prompt engineering for AI-driven creative applications, enabling effective content creation and artistic design through tailored prompts that enhance precision, style, context, and narrative depth in generated outputs.
Duration *(in minutes)*	60
Type *(see screenshot of the "legend" below)*	text
Item 4	
Title	Resources tasks
Objective *(one sentence)*	To deepen understanding of generative AI's ethical considerations, transformative potential, and impact on creative industries through targeted tasks, including analyzing key concerns, formulating ethical guidelines, and investigating the technology's broader effects on creative sectors.
Duration *(in minutes)*	100
Type *(see screenshot of the "legend" below)*	text
Item 5	
Title	Quiz
Objective *(one sentence)*	To assess understanding of ethical considerations, transparency, and the limitations of AI in creative fields through a quiz, emphasizing the importance of privacy, bias mitigation, authorship, interpretability, and maintaining human creativity in AI applications.
Duration *(in minutes)*	20
Type *(see screenshot of the "legend" below)*	quiz
Item 6	
Title	Recognizing and Addressing Limitations of AI Systems
Objective *(one sentence)*	To understand and address the limitations of AI systems within the creative sector, emphasizing the

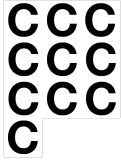|	
	importance of human-AI collaboration, ethical integration, data diversity, and the development of frameworks that support creativity while ensuring ethical compliance and inclusivity.
Duration *(in minutes)*	140
Type *(see screenshot of the "legend" below)*	text
Item 7	
Title	Scenarios
Objective *(one sentence)*	To guide future professionals in the creative industries on how to address ethical concerns and limitations of AI systems through practical scenarios, focusing on roles like AI Ethics Consultant and AI Collaboration Facilitator to ensure responsible and effective AI integration.
Duration *(in minutes)*	100
Type *(see screenshot of the "legend" below)*	Text
Item 8	
Title	Final assessment
Objective *(one sentence)*	The objective of this final assessment is to assess learners' understanding of the core concepts and practical applications related to the subject matter covered in the lesson.
Duration *(in minutes)*	2
Type *(see screenshot of the "legend" below)*	Final assessment
...... ADD ANY FURTHER ITEMS if applicable and follow the same instructions	
Lesson Assignment	
Optional section: Additional and Open Educational Resources *To deep dive into the topic/s. Each resource shall include: one sentence description and how it can enhance learning + link or reference to access it (this is a collection of links to further readings, videos or supplementary materials & OERs relevant to the module topic).*	- Generative AI ethics: 8 biggest concerns and risks https://www.eweek.com/artificial-intelligence/generative-ai-ethics/ - Ethics in Generative AI. Understand the transformative potential of generative AI and the necessary awareness of the risks associated with it. https://www.datacamp.com/tutorial/ethics-in-generative-ai - Is generative AI a threat to creative industries? https://fastdatascience.com/generative-ai-and-creative-industries/

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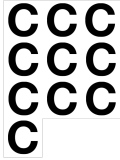|	
Instructions for lesson item/s within FACE TO FACE learning environments	
Item 1	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on exercises, demonstrations, case studies, presentations, etc) including any references if applicable*	
Further instructions *(if applicable)*	
Item 2	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on exercises, demonstrations, case studies, presentations, etc) including any references if applicable*	
Further instructions *(if applicable)*	

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Item 3	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
Description *Describe the item (e.g. activity, exercise, lectures, discussions, group activities, hands-on exercises, demonstrations, case studies, presentations, etc) including any references if applicable*	
Further instructions *(if applicable)*	
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Lesson Assessment and Evaluation *Describe the assessment tools/methods and relevant evaluation criteria with instructions that will be used to measure student learning and achievement. This may include quizzes, assignments, exams, projects, presentations or participation in discussions*	
Lesson Teaching Sequence *Briefly outline the sequence of the items (activities or topics) covered in the lesson, along with estimated time allocations for each segment. Provide a clear roadmap of how the lesson will unfold from start to finish (possibly in a few sentences and/or bullet points)*	
Optional **Lesson Instructional Strategies** *Briefly describe the instructions and teaching strategies/methods to carry out and deliver the lesson items*	

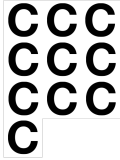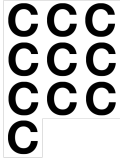|	
Optional **Lesson Instructional Supports** *Identify any instructional supports or scaffolding strategies that will be provided to help students understand and engage with the content. This may include guided practice, modelling, feedback or additional resources for further exploration*	
Optional **Homework or follow-up activities** *Provide guidance on any homework assignments or follow-up activities that students should complete after the lesson to reinforce learning and prepare for future sessions*	

Lesson Template: Lesson 7

Cluster and module
Data Driven Cluster

LESSON TITLE
Lesson 6: Legal issues in the use of AI

Hours
8

EQF level
5

LESSON LEARNING OUTCOME/S *(max 3 bullet points)*
- Understanding Legal Frameworks for AI-Generated Works   - Analyzing Case Law and Legislation   - Applying Protective Measures for Intellectual Property

LESSON OVERALL DURATION *(in minutes)*
500

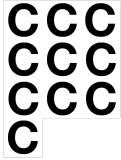| Instructions for lesson item/s within ONLINE learning environments	
Item 1	
Title	Copyright Issues
Objective *(one sentence)*	The objective of this item is to explore and address the legal challenges of originality and authorship in AI-generated works under EU copyright law.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 2	
Title	Patent Issues
Objective *(one sentence)*	The objective of this item is to examine the challenges of inventorship and patentability of AI-generated inventions under current patent laws.
Time *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 3	
Title	Trademark Issues

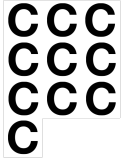| Objective *(one sentence)*	The objective of this item is to explore the issues of distinctiveness and consumer confusion in the context of AI-generated trademarks and their protection under trademark law.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 4	
Title	Trade Secrets
Objective *(one sentence)*	The objective of this item is to address the protection and disclosure challenges of AI-related trade secrets in maintaining competitive advantage.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 5	
Title	Legal Precedents and Emerging Trends
Objective *(one sentence)*	The objective of this item is to examine legal precedents and emerging trends in intellectual property rights related to generative AI.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 6	
Title	Ethical Considerations
Objective *(one sentence)*	The objective of this item is to explore ethical considerations, including ownership, accountability, bias, and fairness, in the context of generative AI and intellectual property.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 7	
Title	Future Directions
Objective *(one sentence)*	The objective of this item is to explore future directions for adapting legal frameworks, fostering collaboration, and leveraging technological solutions to address IP challenges posed by generative AI.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 8	
Title	International comparisons
Objective *(one sentence)*	The objective of this item is to compare and contrast the legal frameworks and approaches of the EU and US regarding AI and copyright.
Duration *(in minutes)*	50

Type *(see screenshot of the "legend" below)*	text
Item 9	
Title	Protecting your intellectual properties
Objective *(one sentence)*	The objective of this item is to provide strategies for protecting copyrighted material from unauthorized use by generative AI services in the EU.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	text
Item 10	
Title	Final assessment
Objective *(one sentence)*	The objective of this final assessment is to evaluate the students' understanding of the fundamental concepts related to the topic covered in the lecture.
Duration *(in minutes)*	50
Type *(see screenshot of the "legend" below)*	Final assessment
...... ADD ANY FURTHER ITEMS if applicable and follow the same instructions	
Lesson Assignment	

Optional section: Additional and Open Educational Resources *To deep dive into the topic/s. Each resource shall include: one sentence description and how it can enhance learning + link or reference to access it (this is a collection of links to further readings, videos or supplementary materials & OERs relevant to the module topic).*	Future reading
	
	Books
	
	1. "Artificial Intelligence and Intellectual Property" edited by Jyh-An Lee, Reto M. Hilty, and Kung-Chung Liu
	   o This book provides a thorough analysis of the impact of AI on different aspects of intellectual property law, including patents, copyrights, trademarks, and trade secrets.
	2. "The Law of Artificial Intelligence and Smart Machines: Understanding AI and the Legal Impact" edited by Theodore F. Claypoole
	   o A detailed examination of the legal challenges posed by AI, with specific chapters dedicated to intellectual property issues.
	3. "Artificial Intelligence and Legal Analytics: New Tools for Law Practice in the Digital Age" by Kevin D. Ashley
	   o This book explores how AI is transforming the legal profession, including sections on intellectual

| | property law and the implications of AI-generated content.

Articles and Papers

1. "Can AI Invent? A Legal and Policy Analysis" by Ryan Abbott
   o This article discusses the implications of AI-generated inventions and the challenges of recognizing AI as an inventor under current patent laws.
2. "Copyright in the Age of Artificial Intelligence" by WIPO (World Intellectual Property Organization)
   o An insightful analysis by WIPO on how AI affects copyright law, exploring issues of authorship, originality, and infringement.
3. "The Impact of Artificial Intelligence on Innovation" by the European Patent Office (EPO)
   o A comprehensive report on how AI is influencing innovation and patenting trends, with a focus on the legal and practical challenges.
4. "Artificial Intelligence and Intellectual Property: Issues and Challenges" by the United States Patent and Trademark Office (USPTO)
   o A report by the USPTO examining the various intellectual property challenges posed by AI, including a summary of public comments and policy recommendations.

Journals

1. Journal of Intellectual Property Law & Practice
   o Regularly publishes articles on the latest developments in IP law, including those related to AI and emerging technologies.
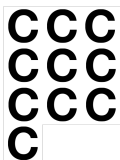2. International Journal of Law and Information Technology |

	o Offers in-depth analyses of legal issues in information technology, including AI and IP rights.
	3. Artificial Intelligence and Law
	o This journal focuses on the intersection of AI and law, providing scholarly articles on the legal implications of AI, including intellectual property issues.
	Online Resources
	1. EU AI Act
	o In December 2023, the European Parliament and the Council of the EU reached a political agreement on the AI Act. The text is in the process of being formally adopted and translated.
	2. WIPO AI and IP Page
	o The World Intellectual Property Organization's dedicated page for AI and IP, offering resources, news, and updates on the topic.
	o WIPO AI and IP
	3. USPTO AI and Emerging Technologies Partnership
	o An initiative by the USPTO to engage with stakeholders on AI and emerging technology issues, including IP rights.
	o USPTO AI and Emerging Technologies Partnership
	4. European Patent Office (EPO) AI Page
	o The EPO's resources on AI, including reports, guidelines, and news related to AI and patent law.
	o EPO AI Page

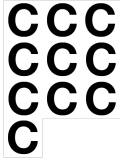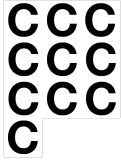| Instructions for lesson item/s within FACE TO FACE learning environments	
Item 1	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources	

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Item 2	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks, readings, handouts, multimedia materials, online resources and any specialised equipment or software*	
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Further instructions *(if applicable)*	
Item 3	
Title	
Objective *(one sentence)*	
Duration *(in minutes)*	
Group size	
Materials and Resources *List all the materials, resources and technology required for the lesson, including textbooks,*	

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