Deep Tech

Methodology for Conducting Expert Focus Group Interviews

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DeepTech for Creative Trust: Countering Deepfakes and Enabling Ethical AI in the Audio-Visual Industry (DeepTech)

Project Number: 2025-2-LU01-KA210-VET-000371932

Methodology for Conducting Expert Focus Group Interviews in Luxembourg, Germany and Bulgaria

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1. About the Project

DeepTech for Creative Trust: Countering Deepfakes and Enabling Ethical AI in the Audio-Visual Industry is a European cooperation project implemented under the Erasmus+ KA210 VET – Small Scale Partnerships framework. The project brings together partners from Luxembourg, Germany, and Bulgaria to address emerging challenges linked to generative AI, synthetic media, and deepfake technologies in education, vocational training, and professional creative practice.

The project is situated at the intersection of technology, ethics, education, and the creative industries. Rapid advances in AI-driven image, audio, and video generation are transforming how content is produced, distributed, and consumed. While these tools open new creative possibilities, they simultaneously blur the boundaries between authentic and manipulated content, raising serious concerns related to trust, authorship, consent, copyright, and misinformation.

DeepTech for Creative Trust responds to these challenges by strengthening the capacity of educators, trainers, and creative professionals to critically understand, detect, and responsibly apply AI technologies in audio-visual contexts. The project adopts a practice-oriented and learner-centered approach, ensuring that complex technological and ethical concepts are translated into accessible, actionable training resources suitable for VET and higher education (HE) environments.

The objectives of the DeepTech for Creative Trust project have been defined following a structured needs analysis carried out by the partner organisations. This analysis drew on prior project experience, consultations with sector stakeholders, and observation of skills gaps in creative education, media production, and digital literacy.

The project aims to achieve the following key objectives:

• Strengthening AI literacy and deepfake awareness among educators, trainers, and creative professionals in VET and HE contexts.

• Developing structured training modules that explain how deepfake technologies and generative AI systems function, including their limitations and risks.

• Providing practical tools, methodologies, and case studies that support the detection and analysis of manipulated audio-visual content.

• Clarifying ethical, legal, and copyright implications related to AI-generated media, with a focus on consent, attribution, transparency, and accountability.

• Establishing a shared European reference framework for ethical and trustworthy AI use in the creative and audio-visual industries.

• Encouraging cross-sector dialogue and collaboration between educators, researchers, creative professionals, and AI specialists.

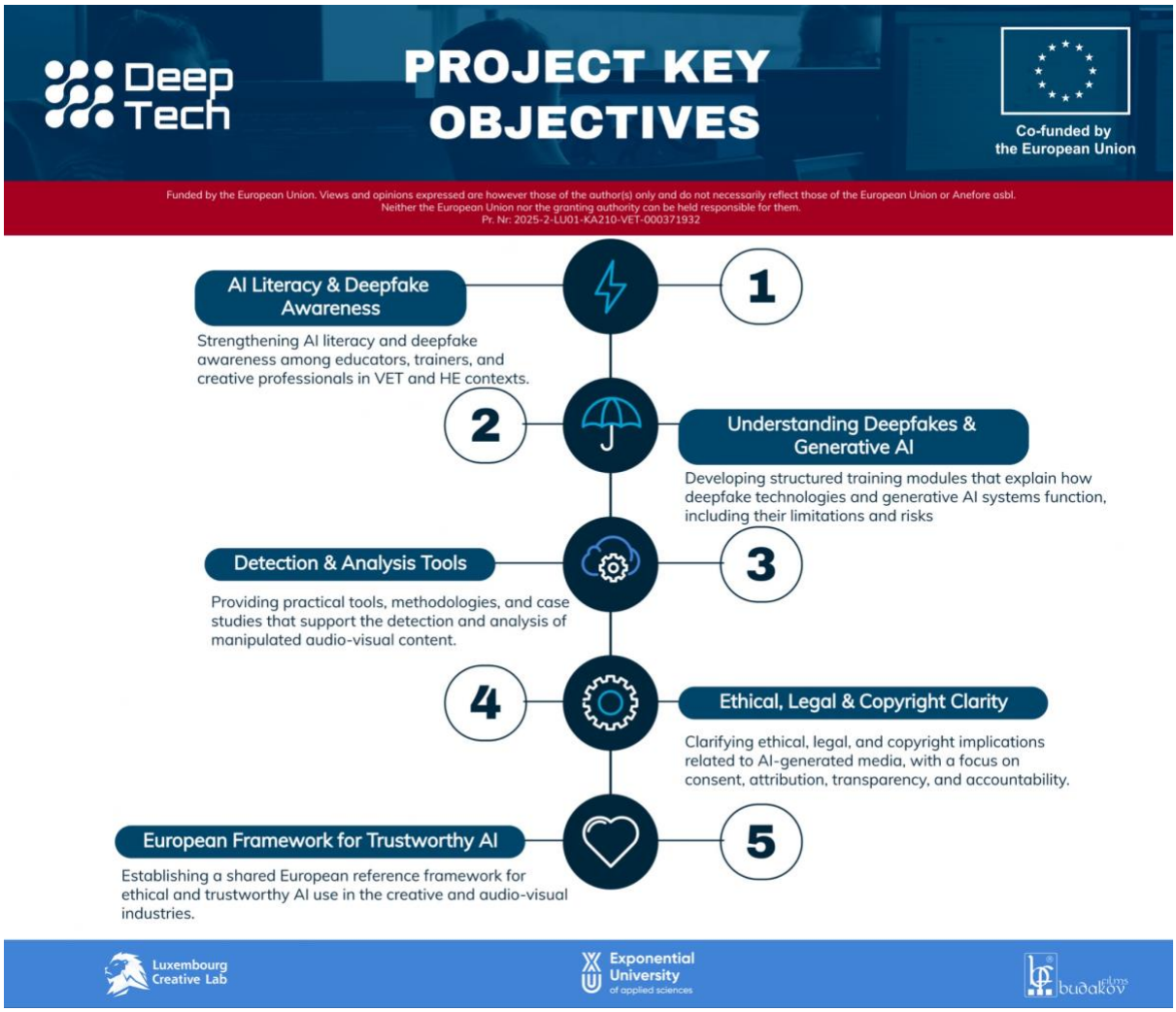

Image: Project Objectives. Credite: DeepTech Creatives Consortium

Through these objectives, DeepTech for Creative Trust contributes to safeguarding trust in digital media ecosystems while enabling responsible innovation in the creative sector.

2. The Problem: Why This Project Matters

The rapid adoption of generative AI tools has significantly transformed the production and dissemination of audio-visual content. While these technologies enable creativity and

efficiency, they also introduce serious risks that directly affect education, vocational training, and professional practice.

The challenges addressed by the project can be summarized as follows:

Lack of Deepfake Awareness and Detection Skills

Educators and creative professionals often lack the technical and analytical skills needed to recognize manipulated or synthetic audio-visual content, increasing vulnerability to misinformation, fraud, and reputational damage.

Insufficient Ethical and Legal Understanding of AI Use

There is limited practical guidance on copyright, consent, authorship, and accountability in AI-generated content, leaving educators and learners uncertain about responsible use.

Erosion of Trust in Digital and Creative Media

The proliferation of deepfakes undermines public trust in media, journalism, and creative outputs, making it essential to equip professionals with tools to restore credibility and transparency.

3. Introduction (Focus Group Context)

As part of Activity 1 – Co-design of the Training Programme and Ethical Framework, expert focus group interviews will be conducted in Germany, Luxembourg, and Bulgaria.

The focus groups will bring together AI experts, educators, media professionals, legal specialists, and creative practitioners to contribute directly to the development of the project's core outputs, including:

• The training curriculum on deepfakes and ethical AI in the audio-visual sector

• Practical guidelines and case studies

• Validation criteria for responsible AI use in creative production

The focus groups ensure that the project outputs are grounded in real-world professional experience and aligned with current technological, ethical, and regulatory developments.

4. Purpose of the Focus Group Interviews

The focus group interviews serve four main purposes:

1. **Informing the Training Programme Structure and Content**

Validate and refine the proposed thematic modules, including:

(a) Understanding Deepfake Technologies and Generative AI

(b) Detecting and Analysing Manipulated Audio-Visual Content

(c) Ethical, Legal, and Copyright Implications of AI in Creative Work

(d) Responsible AI Workflows for Creative and Media Professionals

(e) Restoring Trust and Transparency in Digital Media

(f) Applied Deepfake Analysis and Hands-on Verification Techniques

2. **Defining Competence Development Needs**

Identify the core competences required by educators and learners, including AI literacy, critical media analysis, ethical reasoning, and responsible creative production.

3. **Gathering Practical Tools and Case Studies**

Collect real-world examples, tools, and scenarios that can be translated into hands-on training materials.

4. **Ensuring Cross-Country Relevance**

Compare national perspectives to ensure that the training resources are adaptable and applicable across different European VET and HE contexts.

5. Benefits of the Focus Group Approach

- Interactive expert dialogue enables nuanced insights into complex ethical and technological issues.
- Cross-national participation ensures European relevance while respecting local contexts.
- Co-creation strengthens stakeholder ownership and long-term sustainability of results.
- Evidence-based design increases the credibility and impact of training outputs.

6. Structure of the Focus Groups

Germany: 6–8 experts in AI, media studies, ethics, and education.

Luxembourg: 6–8 experts from creative industries, VET, policy, and digital innovation.

Bulgaria: 6–8 experts in audio-visual production, media literacy, and AI applications.

Duration: 60–90 minutes per session.

Format: In-person or hybrid roundtable discussion.

Moderator: Neutral facilitator with expertise in AI ethics and creative industries.

7. Moderator Guidelines

- Introduce objectives, confidentiality, and process.
- Encourage balanced contributions.
- Use guiding questions while allowing organic insights.
- Document findings systematically.
- Summarize at the end and confirm key points with participants.

8. Proposed Questions for Discussion

General Orientation

1. How are deepfakes and generative AI currently affecting education and professional practice in the audio-visual sector?

2. What are the most significant risks and opportunities of these technologies for creative professionals?

Chapter-Specific Exploration

3. (Chapter 1 – Technology) What level of technical understanding of deepfakes is essential for educators and learners?

4. (Chapter 2 – Detection) Which tools and methods are most effective for identifying manipulated content?

5. (Chapter 3 – Ethics & Law) What ethical and legal challenges are most pressing, and how should they be addressed in training?

6. (Chapter 4 – Responsible Practice) How can responsible AI workflows be integrated into creative production?
7. (Chapter 5 – Trust & Transparency) What strategies can help rebuild trust in digital and audio-visual media?
8. (Chapter 6 – Applied Practice) Which practical exercises, simulations, or verification workflows are most effective for hands-on learning?

Competence & Practical Needs

9. What competences should be prioritized in VET and HE curricula?
10. What formats (case studies, simulations, videos) are most effective for teaching these topics?
11. How can ethical AI principles be translated into everyday creative practice?

9. Summary of Findings (Template for Moderator Use)

Session: Luxembourg/ Germany / Bulgaria

Date: [Insert Date]

Moderator: [Insert Name]

Key Findings

Opportunities and risks identified:

Priority competences for educators:

Recommendations per chapter:

Chapter 1: Understanding Deepfake Technologies and Generative AI

Chapter 2: Detecting and Analysing Manipulated Audio-Visual Content

Chapter 3: Ethical, Legal, and Copyright Implications

Chapter 4: Responsible AI Workflows for Creative Professionals

Chapter 5: Restoring Trust and Transparency in Digital Media

Chapter 6: Applied Deepfake Analysis and Hands-on Verification Techniques

Ethical considerations raised:

Practical tools and supports needed:

Case studies or examples suggested:

Synthesis Note

Findings from all three countries will be consolidated to finalize the training curriculum and supporting materials. The comparative analysis will ensure that the DeepTech for Creative Trust training resources:

• Address identified skills gaps,

• Reflect ethical and legal realities,

• Support educators and learners across diverse European contexts,

• Contribute to rebuilding trust in AI-enabled creative industries.