Deep Tech

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Explanatory Video Scripts

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Pr. Nr: 2025-2-LU01-KA210-VET-000371932

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Explanatory Video Scripts

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

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

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Document Name	Explanatory Video Scripts
Revision Type	Final
Revision Date	June 2026
Authors	XU Exponential University of Applied Sciences (Germany), Luxembourg Creative Lab (Luxembourg), Budakov Films (Bulgaria)

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TABLE OF CONTENTS

	Introduction	5
2	Video 01 | Foundations of Generative AI and Deepfake Literacy	7
3	Video 02 | Applied Deepfake Detection and Audio-Visual Verification	10
4	Video 03 | Pedagogical Prompting and AI-Supported Teaching Design	13
5	Video 04 | Data Protection, Privacy, and Identity in AI-Driven Media	16
6	Video 05 | Intellectual Property and Copyright in AI-Assisted Creative Work	22
7	Video 06 | Curriculum Integration and Responsible AI Workflows	22
8	**Conclusion**	25

INTRODUCTION

Purpose and Pedagogical Rationale

This deliverable presents the complete narration scripts for six explanatory videos produced as part of Activity 2 of the Erasmus+ KA210-VET Small Scale Partnership project DeepTech for Creative Trust (Project Number: 2025-2-LU01-KA210-VET-000371932).

The videos are integral components of the training programme Ethical AI for Creative Trust, a competence-based professional development course designed for educators, trainers, university lecturers, and VET teachers across European Higher Education and Vocational Education and Training institutions.

Each video corresponds directly to one of the five core competence gaps identified through the project's needs analysis - deepfake literacy, applied detection, pedagogical prompting, data protection, and intellectual property — with the sixth video providing an integrative synthesis through curriculum integration and responsible AI workflows.

Target Audiences and Dissemination

The videos are produced and exported as MP4 files, subtitled for accessibility, and published under the Creative Commons CC BY-NC-SA licence. They are designed to serve multiple audiences simultaneously: educators and trainers in Higher Education and VET who are developing AI literacy; students in creative, media, and communication disciplines; and institutional leaders and curriculum designers working to embed responsible AI into professional education programmes.

Competence Framework Overview

V01	Deepfake Literacy	Understanding generative AI, synthetic media, and the ethical risks to creative trust
V02	Applied Detection	Forensic verification tools, metadata analysis, and frame-level inspection techniques
V03	Pedagogical Prompting	Designing educational AI prompts, evaluating outputs, maintaining human oversight

V04	Data Protection	GDPR compliance, biometric data rights, consent frameworks in AI-driven media
V05	Intellectual Property	Copyright law, AI authorship, Creative Commons licensing, ethical attribution
V06	Curriculum Integration	Embedding ethical AI across curricula with transparent, responsible workflows

Video Production Specifications: All six videos are scripted for a maximum duration of 2:30 to 3:00 minutes, optimised for professional video postproduction, professional subtitling, mobile device viewing, and social media adaptation. Scripts are written in a conversational register, avoiding academic jargon, to ensure accessibility for diverse European educational audiences.

01 VIDEO 01	**Foundations of Generative AI and Deepfake Literacy in Creative Contexts** Duration: 2:30 - 3:00 min | Subtitled | CC BY-NC-SA

LEARNING OBJECTIVE

After watching this video, learners will be able to explain key concepts of generative AI and deepfakes and identify the ethical risks and trust implications they pose in creative and educational contexts.

OPENING LINE | Moderator reads directly

Hello, and welcome to our explanatory video — Foundations of Generative AI and Deepfake Literacy in Creative Contexts — as part of the Erasmus+ co-funded project: DeepTech for Creative Trust.

COMPLETE NARRATION SCRIPT

PART A	Why This Competence Matters	*0:20 – 0:50*

In this video, you will learn what deepfakes are, how the technology behind them works, and why developing deepfake literacy is now a core professional responsibility for every educator.

PART B	Understanding the Competence	*0:50 – 1:50*

So, what exactly is a deepfake? Simply put: it is AI-generated or AI-manipulated media that makes a person appear to say or do something they never did. And the technology has become remarkably accessible.

The engine driving most deepfakes is called a Generative Adversarial Network, or GAN. Think of it as two AI models in a competition: one generates a fake, the other tries to spot it. They keep going until the fake is convincing enough to pass. It happens fast, and the results can be startling.

There are several types to know. Face-swapping replaces one person's face in existing footage. Voice cloning replicates someone's voice from just a few seconds of audio. Text-to-video synthesis generates entirely new footage from a written script. And real-time deepfakes can manipulate your identity during a live video call.

Practical tip: if something feels slightly off in a video — an unnatural blink, a slight blur around the hairline, audio that does not quite sync — trust that instinct. Those micro-inconsistencies are often the earliest clues.

One thing to be clear on: not all AI-generated media is malicious. AI creates powerful educational tools, simulations, and creative content. The question is always about disclosure and intent. Was it labelled clearly? Was consent given? Is the audience being misled?

PART C	**Developing and Applying the Competence in Education**	*1:50 – 2:45*

CLASSROOM FOCUS: Deepfake Literacy Workshop

Here is how this plays out in the classroom — practically and effectively.

A Deepfake Literacy Workshop works like this: show students three versions of the same video clip — one real, one AI-assisted, one fully synthetic. Give them no guidance upfront. Ask them to watch carefully and decide.

Key pedagogical move: do not reveal the answers straight away. Let students compare notes in small groups first. The conversation that follows — "what made you trust it?" or "what felt wrong?" — is where the real learning happens.

Concrete tip for educators: co-build a short checklist with your students. Together, identify five visual or audio signals that might indicate a deepfake. Post it in the classroom. Revisit it each time you introduce a new example.

Then ask students to find a real-world case of deepfake-related misinformation — in news, social media, or professional life — and bring it to class. The peer presentations that result are consistently among the most engaging sessions educators report running.

The goal is not to make students paranoid. It is to make them precise and professionally alert.

PART D	**Key Takeaway and Closing**	*2:45 – 3:00*

Here is the takeaway: in a world where seeing is no longer automatically believing, deepfake literacy is the starting point for everything else in responsible AI education.

A practical challenge for your next session: show your students a video without telling them whether it is real. Watch how they respond. What do they question? What do they accept without a second thought? That conversation will tell you exactly where to focus your teaching.

Start small — one video, one discussion, one checklist. That is all it takes to begin building a classroom culture that takes truth seriously.

Thank you for your attention!

02 VIDEO 02	**Applied Deepfake Detection and Audio-Visual Verification** Duration: 2:30 - 3:00 min | Subtitled | CC BY-NC-SA

LEARNING OBJECTIVE

After watching this video, learners will be able to apply digital forensic tools and verification techniques to detect manipulated audio-visual content and evaluate its authenticity.

OPENING LINE | Moderator reads directly

Hello, and welcome to our explanatory video — Applied Deepfake Detection and Audio-Visual Verification — as part of the Erasmus+ co-funded project: DeepTech for Creative Trust.

COMPLETE NARRATION SCRIPT

PART A	**Why This Competence Matters**	*0:20 – 0:50*

In this video, you will learn a practical four-step process for verifying audio-visual content — the tools, the techniques, and the professional habits that turn media suspicion into evidence-based judgement.

PART B	**Understanding the Competence**	*0:50 – 1:50*

Verification is not complicated — but it is methodical. And once you have a repeatable process, it becomes second nature. Here are the four steps.

Step one: reverse image and video search. Before accepting any video at face value, run a key frame through Google Reverse Image Search or TinEye. If the same image appears elsewhere with a different context or date, something is wrong. For video specifically, InVID and WeVerify are free browser extensions that do this automatically.

Step two: check the metadata. Every digital file carries hidden data — when it was created, what device made it, whether it has been edited. Tools like Jeffrey's Exif Viewer or ExifTool let you read this in seconds. A mismatch between the claimed date and the file's creation date is a major red flag.

Step three: go frame by frame. Most video players let you step through footage one frame at a time. Look around the hairline and ears — that is where deepfake algorithms struggle most. Watch for blinking that does not match a natural rhythm, and listen for audio that feels slightly out of sync with the lips.

Step four: use AI detection tools as a supporting layer — not a final verdict. Deepware, FotoForensics, and Sensity AI are accessible and either free or low-cost. Run the content through one and document what it flags. But remember: these tools assist your judgement, they do not replace it.

Professional tip: build a personal verification checklist and keep it open whenever you review media. Five questions, two minutes. It becomes a reflex quickly.

PART C	**Developing and Applying the Competence in Education**	*1:50 – 2:45*

CLASSROOM FOCUS: Verification Workshop: The Suspicious Viral Video

Here is how this works in a real classroom or training session.

Set up a Verification Workshop using a suspicious-looking video sourced in advance. Give students an investigative brief: Who appears in this video? When was it supposedly recorded? Does the metadata match? Is the voice in sync with the lips?

Divide students into investigation teams. Each team works through the checklist step by step: reverse search, metadata extraction, frame inspection, AI tool output. Every step gets documented in writing.

Concrete tip: require a written evidence log from each team. Students note what they found at each stage and rate their confidence level. This forces analytical rigour — and makes the final group presentation much stronger.

The debrief is where the professional ethics dimension comes in. Ask: what would you do if you found this in your email, in a news feed, or cited in an academic paper? What is the responsible next step? Work with students to draft a personal verification protocol they can actually use.

Students consistently report this is the first time they have been asked to think systematically about media credibility. That shift alone makes this session transformative.

PART D	**Key Takeaway and Closing**	*2:45 – 3:00*

The key takeaway: verification is not an occasional task reserved for journalists. It is a professional habit — and like any habit, it gets faster and easier the more you practise it.

Practical challenge: take one piece of media you have shared in the past month — a video, an image, an article. Apply the four-step verification process to it right now. What do you find?

In the age of synthetic media, educators who verify before they share protect not just their own credibility, but the trust their students and colleagues place in them.

Thank you for your attention!

03 VIDEO 03	**Pedagogical Prompting and AI-Supported Teaching Design** Duration: 2:30 - 3:00 min | Subtitled | CC BY-NC-SA

LEARNING OBJECTIVE

After watching this video, learners will be able to design effective pedagogical prompts for AI tools, critically evaluate AI-generated educational content, and maintain meaningful human oversight in teaching practice.

OPENING LINE | Moderator reads directly

Hello, and welcome to our explanatory video — Pedagogical Prompting and AI-Supported Teaching Design — as part of the Erasmus+ co-funded project: DeepTech for Creative Trust.

COMPLETE NARRATION SCRIPT

PART A	**Why This Competence Matters**	*0:20 – 0:50*

In this video, you will learn how to write AI prompts that actually work for teaching, how to spot and correct AI errors before they reach your students, and how to stay in the role of the professional — not the passive user.

PART B	**Understanding the Competence**	*0:50 – 1:50*

Think of a prompt as a design brief, not a question. The more specific and educationally grounded your instructions, the more useful the AI output — and the less time you spend fixing it afterward.

Here is a practical framework. Before you write any prompt for educational content, ask yourself five things: Who is the learner? What is the competence goal? What format do I need? What tone is appropriate? What should the AI definitely not do? Work those answers directly into the prompt.

In practice, this means instead of writing "make a lesson on copyright", you write: "Design a 45-minute lesson on Creative Commons licensing for 20-year-old media students in their second year. Use case-based examples. Avoid legal jargon. Include a short group activity." The difference in output quality is dramatic.

A critical skill to develop alongside prompting is spotting AI hallucination — when the model generates content that sounds completely plausible but is factually wrong. Made-up citations, incorrect laws, inaccurate dates. Always verify specific claims and references before using AI output with students. Treat every AI draft like a first submission from an enthusiastic intern: full of energy, in need of editing.

The ethical principle is clear: educators are the authors of the learning experience. AI is a tool in their service, not the other way around.

PART C	**Developing and Applying the Competence in Education**	*1:50 – 2:45*

CLASSROOM FOCUS: Pedagogical Prompting Workshop

Here is a concrete workshop structure you can run with your colleagues or students.

Give participants a real teaching challenge: design a 45-minute session on a specific topic for a specific group. They must use AI — but every decision must be deliberate and every output evaluated critically.

Run it in three rounds. Round one: write your first prompt and document the raw output. Round two: identify two things that are wrong, generic, or missing, then refine the prompt and run it again. Round three: evaluate the new output against your learning objectives. Write down what you would change before using it with students.

Introduce the Prompt Journal as a tool — a running log of what participants asked, what came back, and what they decided. Over time this becomes a personal reference for effective prompting in their discipline. It is especially useful to share across a teaching team.

The debrief question that consistently sparks the best discussion: "What did you almost accept without checking — and what would have happened if you had?" That moment of near-miss is where the deepest professional learning occurs.

Close the session with a class contract: what AI tasks are appropriate to delegate in this teaching context, and what decisions will always require human professional judgement? Putting it in writing changes how people behave.

PART D	**Key Takeaway and Closing**	*2:45 – 3:00*

The headline takeaway: the quality of your AI output is almost entirely determined by the quality of your prompt. Prompting is a teachable, learnable professional skill — and it is now part of what it means to be a competent educator.

Practical tip for this week: pick one upcoming lesson and try designing it with AI assistance. Run three prompt iterations, document each one, and reflect on what you had to add, correct, or completely rewrite. That reflection is the learning.

The best AI-supported teaching does not look like automation. It looks like an experienced professional using a very fast research assistant — and then making every final call themselves.

Thank you for your attention!

04 VIDEO 04	**Data Protection, Privacy, and Identity in AI-Driven Media** Duration: 2:30 - 3:00 min | Subtitled | CC BY-NC-SA

LEARNING OBJECTIVE

After watching this video, learners will be able to identify the privacy and identity risks of AI-generated media and apply GDPR principles and ethical frameworks to responsible decision-making in creative education.

OPENING LINE | Moderator reads directly

Hello, and welcome to our explanatory video — Data Protection, Privacy, and Identity in AI-Driven Media — as part of the Erasmus+ co-funded project: DeepTech for Creative Trust.

COMPLETE NARRATION SCRIPT

PART A	**Why This Competence Matters**	*0:20 – 0:50*

In this video, you will learn what GDPR actually means in practice for educators using AI tools, where the real data risks lie, and how to build consent-aware habits that protect your students, your institution, and yourself.

PART B	**Understanding the Competence**	*0:50 – 1:50*

Let us be concrete about what GDPR means for educators who work with AI — because the legal reality is more immediate than many people realise.

Under European data protection law, biometric data — voice recordings, facial images, fingerprints, and behavioural patterns — is classified as special category data. Using it requires explicit, informed, and specific consent. Not assumed consent, not buried terms of service. Explicit consent, documented.

What does this mean day to day? If you record a student's voice in class and then upload that recording to an AI tool for transcription or analysis — without their clear consent — you are in violation of GDPR. If you photograph students and use those images in an AI tool, same problem. These are not edge cases. They are common practices that many educators have not yet examined.

Concrete tip: before introducing any AI tool into your teaching, ask three questions. First: what data does this tool collect? Second: where is it stored and who can access it? Third: is there a GDPR-compliant data processing agreement with the provider? If you cannot answer all three, the tool is not ready for your classroom.

Identity rights go further than legal compliance. Every person has the right to control how their voice and likeness appear in AI-generated content. Just because something is technically permitted does not make it ethically sound. As educators, we model professional standards — and that includes how we handle people's data.

One misconception to address directly: "it's online so it's public" is not a valid legal position in the EU. Public availability does not equal consent for AI processing. Full stop.

PART C	**Developing and Applying the Competence in Education**	*1:50 – 2:45*

CLASSROOM FOCUS: Voice Clone Case Study

Here is a classroom activity that makes these principles concrete and genuinely engaging.

In a Voice Clone Case Study Workshop, present students with a realistic scenario: a voice clone of a well-known educator appears in a synthetic video circulating on social media. The person never gave consent. What happens next?

Divide the class into three simultaneous analysis groups. Group one works the legal angle: which GDPR articles apply? What rights have been violated? What are the legal remedies? Group two takes the ethical perspective: beyond what is legal, what is right? What harm has been done and to whom? Group three looks at the institutional level: what policies should have been in place? What should the institution's response be right now?

After each group presents, move to the applied part. Together, students draft a GDPR-compliant consent protocol for a fictional media production module. They specify what data may be collected, by whom, for what purpose, how long it is retained, and under what conditions it is deleted.

Concrete tip for educators: use this protocol-drafting exercise to audit your own practice alongside students. What data do you currently collect? Is each collection lawful, necessary, and transparent? What would you change this week? Modelling honest self-reflection here is powerful.

This kind of direct personal application is what turns abstract regulation into a professional habit — one that lasts well beyond the workshop.

PART D	**Key Takeaway and Closing**	*2:45 – 3:00*

Key takeaway: data protection in AI-driven education is not a compliance checkbox. It is a form of care — evidence that you take your students' rights seriously as professionals and as people.

Practical action for this week: identify one AI tool you currently use in teaching. Look up its data policy. Check whether it has a GDPR data processing agreement. If you cannot find the information easily, that is your first signal something needs to change.

When we protect student data rigorously, we do not limit creative possibility — we build the trust that makes technology-rich education sustainable in the long run.

Thank you for your attention!

05

VIDEO 05

Intellectual Property and Copyright in AI-Assisted Creative Work

Duration: 2:30 - 3:00 min | Subtitled | CC BY-NC-SA

LEARNING OBJECTIVE

After watching this video, learners will be able to critically analyse the copyright and authorship implications of AI-generated creative content and apply ethical licensing and attribution practices in educational and professional contexts.

OPENING LINE | Moderator reads directly

Hello, and welcome to our explanatory video — Intellectual Property and Copyright in AI-Assisted Creative Work — as part of the Erasmus+ co-funded project: DeepTech for Creative Trust.

COMPLETE NARRATION SCRIPT

PART A	Why This Competence Matters	0:20 – 0:50

In this video, you will learn where EU copyright law currently stands on AI-generated content, what this means in practice for educators and students, and how to make attribution and disclosure a professional standard in your programme — not an afterthought.

PART B	Understanding the Competence	0:50 – 1:50

Let us start with the core legal reality, because it is more nuanced than most people assume.

Copyright protects original creative works produced by human authors. In most European jurisdictions, purely AI-generated content — where no meaningful human creative input was made — does not qualify for automatic copyright protection. It may sit in a legal grey area or fall into the public domain.

Here is where it gets practically important: if you or a student significantly direct, curate, select, and edit AI-generated content — making genuine creative choices throughout — there is a stronger argument for a form of authorship. The more human judgement is exercised, the clearer the attribution. The line is not always obvious, which is exactly why educators need to teach students to navigate it.

Style imitation is a separate and thorny issue. Prompting an AI to generate "in the style of" a living artist is generally not a copyright infringement — artistic style itself is not protected in law. But it raises serious ethical questions about consent, fairness, and the impact on working creative professionals. Name these tensions explicitly with your students. Do not avoid them.

Creative Commons licences are your practical toolkit. CC BY requires attribution. CC BY-NC-SA is non-commercial and share-alike. These licences allow AI-assisted work to be shared with clear, ethical terms. Make sure your students know how to read and apply them — and model using them in your own practice.

Professional tip: in any course where students use AI to generate creative content, build a disclosure requirement into the assessment brief from day one. Not as a penalty, but as a professional norm — the same way a film credits every contributor to the work.

PART C	**Developing and Applying the Competence in Education**	*1:50 – 2:45*

CLASSROOM FOCUS: Copyright Debate: Who Owns the AI Image?

Here is a classroom approach that generates real debate and real professional learning.

Give students this scenario: a student has generated a striking series of images using AI, explicitly naming a living artist's style in the prompt. They plan to exhibit the work commercially and list themselves as the sole author. Is this ethical? Is it legal?

Divide the class into three groups: Group A argues for the student's right to claim authorship. Group B represents the interests of the original artist. Group C is an independent ethics panel.

Each group gets a one-page resource pack: excerpts from EU copyright law, Creative Commons guidelines, and the AI usage policies of the platforms used. They have 20 minutes to build their case. The debate is timed, moderated, and evidence-based. Students do not need to become lawyers — they need to make a reasoned argument from available evidence. That is the skill.

After the ethics panel delivers its verdict, the class co-authors a set of guidelines for AI-assisted creative work in their programme. Critically: these guidelines become part of the course documentation going forward. Students take that seriously because they wrote them.

Close with a personal reflection prompt: how will you disclose and credit AI in your own professional work — to a client, a gallery, an academic journal, an employer? Transparency is not optional. It is what separates professional practice from careless habit.

PART D	**Key Takeaway and Closing**	*2:45 – 3:00*

The key takeaway: ethical authorship in AI-assisted work is not about who clicked generate. It is about who made the meaningful creative choices, takes responsibility for the outcome, and is honest about the process.

Practical action: review your current assessment briefs. Is there a clear AI disclosure requirement? If not, draft one this week — two sentences that set the professional standard for your students from day one.

The educators who teach attribution, transparency, and ethical authorship are not limiting creativity. They are building the professional credibility their students will depend on throughout their careers.

Thank you for your attention!

06 VIDEO 06	**Curriculum Integration and Responsible AI Workflows in Creative and Media Practice** Duration: 2:30 - 3:00 min | Subtitled | CC BY-NC-SA

LEARNING OBJECTIVE

After watching this video, learners will be able to redesign creative media curricula to embed ethical AI principles, transparent human-AI workflows, and responsible innovation practices that prepare students for professional practice.

OPENING LINE | Moderator reads directly

Hello, and welcome to our explanatory video — Curriculum Integration and Responsible AI Workflows in Creative and Media Practice — as part of the Erasmus+ co-funded project: DeepTech for Creative Trust.

COMPLETE NARRATION SCRIPT

PART A	**Why This Competence Matters**	*0:20 – 0:50*

In this video, you will learn how to embed ethical AI thinking across a creative media curriculum — practically and systematically — in a way that keeps creative ambition fully intact and prepares students for what the industry already expects from them.

PART B	**Understanding the Competence**	*0:50 – 1:50*

Responsible AI integration in a curriculum is not about adding ethics as a standalone module. That approach almost always fails. Students engage for a week and then set it aside. The goal is to weave ethical AI thinking into the structure of every unit.

There are four pillars to build on. Transparency: students and educators know what tools are in use and why. Oversight: a human remains responsible for every creative and ethical decision. Disclosure: AI involvement is openly acknowledged in academic and professional work. Documentation: the process — including AI inputs and outputs — is recorded for accountability.

Here is what this looks like in practice. In a photography module, the assignment brief includes one clause: "Disclose any AI tools used in editing or generation, and describe how they shaped your creative decisions." That single sentence changes the entire conversation. Students start thinking of AI as a collaborator to be cited, not a shortcut to be hidden.

Think of it like film production credits. In the industry, every contributor is acknowledged — the director of photography, the sound editor, the visual effects studio. Ethical AI workflows apply the same principle to creative education. If an AI tool shaped the work, it belongs in the acknowledgements.

Practical tip for getting started: pick one module and redesign one assessment brief to include an AI disclosure requirement. Teach it, gather student feedback, and iterate from there. Systemic change always begins with one well-implemented example.

PART C	**Developing and Applying the Competence in Education**	*1:50 – 2:45*

CLASSROOM FOCUS: Curriculum Redesign Challenge

Here is what curriculum redesign looks like when it is done well.

In a Curriculum Redesign Challenge, bring together a cross-disciplinary team of educators and give them an existing creative media syllabus. Their task: identify where AI is already present — explicitly or invisibly — and redesign selected elements to embed ethical AI principles without reducing creative ambition or disciplinary rigour.

The audit phase is always illuminating. Where do students already use AI tools without any disclosure requirements? Where are ethical considerations assumed but never taught? Where is AI being avoided entirely out of institutional uncertainty?

Concrete redesign moves that work: add an AI disclosure field to assignment cover sheets. Replace one "what did you make?" assessment criterion with "how did you make it, and what choices did you make along the way?" Include ethical AI reflection as a formative assessment — a short journal entry per project, not a standalone essay.

Critically: involve students in the redesign process. Run a focus group. Ask how they currently use AI in their practice, what ethical dilemmas they have already encountered, and what guidelines they wish existed. Their insights will be more current and more specific than any policy document you can find.

The result is a living curriculum — one that evolves with professional practice, centres student agency, and models the transparency that the creative industries are beginning to demand.

PART D	**Key Takeaway and Closing**	*2:45 – 3:00*

The core insight from this entire training programme: curriculum integration is where all five preceding competences come together. Deepfake literacy, verification, prompting, data protection, and copyright are not separate subjects. They are dimensions of one professional responsibility. A well-integrated curriculum treats them that way.

Practical challenge for this week: identify one unit in your programme where ethical AI thinking could be embedded — not added on top, but woven into the fabric of the work. What would the revised assignment brief look like? Draft it now, even in rough form.

The educators who do this work are not simply updating a syllabus. They are defining what professional creative education means in the age of AI. That is significant work — and it starts with a single, well-designed assignment.

Thank you for your attention!

CONCLUSION

Supporting Ethical AI Adoption Through Educational Video

The six explanatory videos presented in this deliverable represent a cohesive, competence-based educational resource for the training programme Ethical AI for Creative Trust. Together, they move from foundational awareness — understanding what generative AI and deepfakes are — through applied skills in detection and verification, to the higher-order professional competences of pedagogical design, legal compliance, ethical creativity, and curriculum leadership.

Each video is grounded in the pedagogical principle that competence is not knowledge alone — it is knowledge in action, developed through practice, reflection, and authentic educational experience. The workshop scenarios, case studies, and collaborative activities presented across all six videos are designed to translate abstract ethical principles into concrete classroom reality.

The videos collectively address the most urgent trust challenges facing creative and media educators in Europe today: the risk of misinformation, the erosion of authenticity, the violation of privacy, and the ethical vacuums created by rapid AI adoption without adequate pedagogical preparation.

The Role of Educators in Responsible AI Adoption

These videos are not merely informational resources — they are invitations to professional transformation. Each one positions educators not as passive recipients of AI change, but as active, informed, and ethically responsible agents shaping how AI is integrated into European Higher Education and VET.

Across all six competences, a consistent message emerges: trust and transparency are not constraints on creativity or innovation — they are the foundations that make sustainable, ethical, and human-centred AI adoption possible. When educators develop these competences and embed them into their teaching practice, they do not just improve their own professional confidence. They build the ethical cultures, institutional norms, and professional standards that will define how Europe's creative industries engage with AI for generations to come.

The DeepTech for Creative Trust project invites all participating educators, institutions, and learners to engage with these resources critically, generously, and with the courage to lead the ethical conversations that their students, their institutions, and their societies urgently need.

Responsible AI begins in the classroom.

DeepTech for Creative Trust | Erasmus+ KA210-VET | 2025–2026

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