Syllabus

Course Description

Course Title	Seminar 1: Artificial Intelligence and the Future of Creative Practice
Course Code	47219
Course Title Additional	Artificial Intelligence and the Future of Creative Practice
Scientific-Disciplinary Sector	NN
Language	English
Degree Course	Master in Critical Creative Practices
Other Degree Courses (Loaned)	
Lecturers	Dott. Silvia Dal Dosso, Silvia.DalDosso@unibz.it https://www.unibz.it/en/faculties/design-art/academic-staff/person/53666
Teaching Assistant	
Semester	Second semester
Course Year/s	1st year
CP	2
Teaching Hours	18
Lab Hours	32
Individual Study Hours	50
Planned Office Hours	6
Contents Summary	This seminar examines how artificial intelligence is reshaping the landscape of human creativity across art, design, literature, music, film, and beyond. As machine learning tools and generative algorithms become integral to creative production, they raise profound questions about authorship, originality, and artistic collaboration between humans and machines. Participants will explore topics such as: ¿how AI is being used as a tool for inspiration, experimentation, and creative augmentation; the ethical and cultural implications of AI-generated art, music, and writing; the shifting role of the artist in an age of intelligent systems and automated creativity; case studies of contemporary

	artists, designers, and institutions engaging with AI-driven creative processes. Combining theoretical discussion with practical examples, this seminar invites students to reflect critically on the opportunities and tensions that arise when technology enters the creative domain. Aim of the seminar is giving the participants a deeper understanding of how AI challenges — and expands — our definitions of creativity and artistic practice today.
Course Topics	In this course, you will gain the tools and confidence to engage with Generative AI both creatively and critically. You will experiment with commonly used tools such as ChatGPT or Gemini, as well as discover lesser-known AI tools you may not have encountered before. You will learn to develop new ways of looking at online content and digital dynamics. These hands-on experiences will be paired with discussions on how AI influences aesthetics, content creation, and society at large, alongside an ongoing exchange of ideas and discoveries with your classmates. Through thought-provoking questions – How are the datasets behind AI tools built? What biases do they carry? How can AI be used to amplify, rather than diminish, creativity? How is the creative industry using Generative AI today? – you will develop the analytical skills needed to understand, navigate, and work with this transformative technology. Together, we will explore topics such as algorithmic flattening and TikTok trends, weird AI aesthetics and AI poisoning, systemic bias and identity politics, as well as other emerging issues you feel inspired to bring to the table. By the end of the course, you will produce a final project addressing a cultural or social tension of your choice. The project will take the form of a keynote presentation, with the hope that it can support the development of your artistic research and potentially evolve into something more – a video essay reel, a magazine, a blog, or a themed channel.
Keywords	AI Slop Social Media Life Internet Surfing Collective Mapping Participatory Practice Technology Critique Process Ideation

	Digital Healing
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The Course develops through four phases, in order to approach complex topics in a grounded, experiential, and collaborative way: Research Phase – browsing, surfing, gathering You will begin by exploring the web, collecting references, tools, articles, and materials related to a broad theme. I will provide methodological guidelines and curated resources, while leaving space for personal discovery and associative exploration. Collective Brainstorming – analysing, discussing Together, we will construct a shared map of ideas, questions, and concerns. We will work with digital tools I have refined over time – such as Figma, Telegram channels, and thematic archives – to create a collaborative and open space for discussion. Selection Phase and Small Group Formation – making choices, grounding Based on the brainstorming process, you will identify specific subtopics and form small groups according to their interests. By identifying and describing five links, topics, case studies, or videos for the shared repository, you will also begin to understand what interests you most and where to direct your research. Workshop Phase – producing a personal or group vision for the future Each group will develop a creative or conceptual outcome based on their research, a keynote presentation pitching a prototype, a visual study, or the outline of a future project. The aim is to translate abstract or complex ideas into accessible forms that clearly express each group's perspective.
Mandatory Attendance	compulsory
Specific Educational Objectives and Learning Outcomes	- Students will embrace the idea of being 'feminist killjoys'. - Students will discover aspects of themselves and their personality they hadn't previously considered. - Students will evolve a deeper and more complex understanding of the construct of 'gender' and the myth of 'equality within

	unequal systems'. - Students will begin to enjoy ideating, will enjoy the act of learning for learning sake and not solely for credits. - Students will find they have a reason to think critically and concretely about how they want their professional lives and worlds to look like. - Students will learn about what constitutes enthusiastic consent in all manner of relationships. - Students will feel empowered to hold not only institutions but also themselves accountable.
Specific Educational Objectives and Learning Outcomes (additional info.)	Specific Educational Objectives and Learning Outcomes 1. Describe the foundational elements of Generative AI (such as dataset creation, algorithmic processes, and systemic biases) and relate them to other emerging technologies; 2. Equip with critical tools to navigate a digital ecosystem that can appear overwhelming, fast-changing, and saturated with stimuli; 3. Identify the impact of Generative AI on creative content, art practices and everyday life, but also how they can serve artistic or professional goals;. 4. Examine the challenges associated with the use of AI in creative industries particularly in relation to ethics and cross-cultural inclusivity. 5. Transform information overload into a generative space through structured research, collective reflection, and guided experimentation.
Assessment	Participation (Learning Objective n.1, Describe) 10% You are invited to participate in all class discussions. Don't be afraid of saying something obvious or silly – awareness often starts from the simplest ideas. Field Research (Learning Objective n.2, Compare) 15% You are invited to create a Miro or Figma Jam board with anything interesting you find online (images, AI tools, articles). The board will be shared with the rest of the class for the duration of the course. If others want to use your findings, let them copy – sharing is encouraged! ¿

	Thought Memos (Learning Objective n.3, Identify) 10% Share one interesting discovery. Together, the class will build a shared Drive repository of resources, including AI-related articles, memes, and software tools. Each student will pick one entry, accompanied by a very brief description. Course Presentation (Learning Objective n.4, Examine and n.5 Transform) 25% Prepare a 5-slide group presentation on a topic related to Generative AI or other emerging technologies that you would like to discuss with the class. Working in groups of three, students will select a subject that explores a social or cultural phenomenon observed online. And a short idea on how they would like to continue talking about it in a future project (a videoessay, a podcast, a social media channel, a substack page etc.) For example, a presentation could focus on "Will Smith Eating Spaghetti" AI videos over time, raising questions such as: Why is food imagery so prevalent in Generative AI? How might the rapid improvement of text-to-video quality over the past three years impact the film industry? Is it ethically acceptable to use a real, existing person in synthetic videos without their consent? The focus of this activity is on collaboration and critical engagement. Each group presentation, accounting for 15% of the individual final grade, will be evaluated based on its overall quality. It is essential for students to support one another and ensure that each member plays an active role in both the preparation and delivery of the presentation. This assessment also evaluates your ability to present course materials clearly and discuss them critically in a public setting. The goal is to demonstrate a deep understanding of the chosen topic, present arguments effectively, and engage the class in thoughtful discussion.
Evaluation Criteria	The final evaluation will be the sum of the four aforementioned criteria: Participation (Learning Objective n.1, Describe) 10% Critical Reflexivity: Ability to analyze how digital tools impact one's personal and professional life. 10% of your final grade will be based on your overall participation in all class discussions.

	Field Research (Learning Objective n.2, Compare) 15% Collaborative Contribution: Effectiveness in sharing resources and building upon the ideas of peers in a digital space. 5 Thought Memos (Learning Objective n.3, Identify) 10% Methodological Rigor: Success in translating "associative searching" into a grounded, thematic research path. Course Presentation (Learning Objective n.4, Examine and n.5 Transform) 25% Clarity of Output: Ability to translate complex or abstract digital concepts into an accessible, creative form.
Required Readings	None
Supplementary Readings	These are not reading suggestions, but an invitation to watch and listen. “Mean Images”, Hito Steyerl’s Keynote Presentation at SVA MFA, 2023 https://youtu.be/LYF891n223w?si=1UnSsaRDQV6rqBRL&t=683 Holly Herndon and Mat Dryhurst, AI is changing music forever, 2024 https://www.youtube.com/watch?v=qPW_rdUgV_8 Marta Peirano, “Gaslighting AI”, Conference at Tactics and Practice, Aksioma, 2024 https://aksioma.org/unrealdata/conference/gaslighting-ai How Is Generative AI Transforming Art and Design?, Arts at MIT Panel Discussion, 2024 https://news.mit.edu/2024/creative-future-generative-ai-0102 Lemmino, Artificial Intelligence, 2017 https://www.youtube.com/watch?v=5J5bDQHQR1g 06:01:09 ~ Scenario 5: Public AI for arts and culture 06:26:57 ~ Unpacking the EuroStack: A European Alternative for Digital Sovereignty 06:53:18 ~ Post-Extractivist Ecologies: Alternative Futures for Data Centers and AI Infrastructures https://www.youtube.com/live/xXI-ELO8z7w?si=q1UBO6yM6G-

	kuM82&t=21671 Silvia Dal Dosso, The Future Ahead Will Be Weird AF, 2023 https://www.youtube.com/watch?v=RhZ058-II6g Silvia Dal Dosso, The Future Is Going To Be Weird AF, 2024 https://www.youtube.com/watch?v=ZpNRfzwnXJc Silvia Dal Dosso, The Future Is Now Finally Weird AF, 2025 https://www.youtube.com/watch?v=jwdGLy-iAPw
Further Information	Have Fun!
Sustainable Development Goals (SDGs)	