

# Syllabus

## *Course Description*

<b>Course Title</b>	Seminar 1: Artificial Intelligence and the Future of Creative Practice
<b>Course Code</b>	47219
<b>Course Title Additional</b>	Artificial Intelligence and the Future of Creative Practice
<b>Scientific-Disciplinary Sector</b>	NN
<b>Language</b>	English
<b>Degree Course</b>	Master in Critical Creative Practices
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Dott. Silvia Dal Dosso, Silvia.DalDosso@unibz.it <a href="https://www.unibz.it/en/faculties/design-art/academic-staff/person/53666">https://www.unibz.it/en/faculties/design-art/academic-staff/person/53666</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>Course Year/s</b>	1st year
<b>CP</b>	2
<b>Teaching Hours</b>	18
<b>Lab Hours</b>	32
<b>Individual Study Hours</b>	50
<b>Planned Office Hours</b>	6
<b>Contents Summary</b>	<p>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</p>

	<p>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.</p>
<p><b>Course Topics</b></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Keywords</b></p>	<p>AI Slop  Social Media Life  Internet Surfing  Collective Mapping  Participatory Practice  Technology Critique  Process Ideation</p>

	Digital Healing
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	<p>The Course develops through four phases, in order to approach complex topics in a grounded, experiential, and collaborative way:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>Mandatory Attendance</b>	compulsory
<b>Specific Educational Objectives and Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will embrace the idea of being ‘feminist killjoys’.</li> <li>- Students will discover aspects of themselves and their personality they hadn’t previously considered.</li> <li>- Students will evolve a deeper and more complex understanding of the construct of ‘gender’ and the myth of ‘equality within</li> </ul>

	<p>unequal systems’.</p> <ul style="list-style-type: none"> <li>- Students will begin to enjoy ideating, will enjoy the act of learning for learning sake and not solely for credits.</li> <li>- Students will find they have a reason to think critically and concretely about how they want their professional lives and worlds to look like.</li> <li>- Students will learn about what constitutes enthusiastic consent in all manner of relationships.</li> <li>- Students will feel empowered to hold not only institutions but also themselves accountable.</li> </ul>
<p><b>Specific Educational Objectives and Learning Outcomes (additional info.)</b></p>	<p>Specific Educational Objectives and Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Describe the foundational elements of Generative AI (such as dataset creation, algorithmic processes, and systemic biases) and relate them to other emerging technologies;</li> <li>2. Equip with critical tools to navigate a digital ecosystem that can appear overwhelming, fast-changing, and saturated with stimuli;</li> <li>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;.</li> <li>4. Examine the challenges associated with the use of AI in creative industries particularly in relation to ethics and cross-cultural inclusivity.</li> <li>5. Transform information overload into a generative space through structured research, collective reflection, and guided experimentation.</li> </ol>
<p><b>Assessment</b></p>	<p>Participation (Learning Objective n.1, Describe) 10%</p> <p>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.</p> <p>Field Research (Learning Objective n.2, Compare) 15%</p> <p>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! ÷</p>

	<p>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.</p> <p>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.</p>
<p><b>Evaluation Criteria</b></p>	<p>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.</p>

	<p>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.</p> <p>5 Thought Memos (Learning Objective n.3, Identify) 10% Methodological Rigor: Success in translating "associative searching" into a grounded, thematic research path.</p> <p>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.</p>
<b>Required Readings</b>	None
<b>Supplementary Readings</b>	<p>These are not reading suggestions, but an invitation to watch and listen.</p> <p>“Mean Images”, Hito Steyerl’s Keynote Presentation at SVA MFA, 2023 <a href="https://youtu.be/LYF891n223w?si=1UnSsaRDQV6rqBRL&amp;t=683">https://youtu.be/LYF891n223w?si=1UnSsaRDQV6rqBRL&amp;t=683</a></p> <p>Holly Herndon and Mat Dryhurst, AI is changing music forever, 2024 <a href="https://www.youtube.com/watch?v=qPW_rdUgV_8">https://www.youtube.com/watch?v=qPW_rdUgV_8</a></p> <p>Marta Peirano, “Gaslighting AI”, Conference at Tactics and Practice, Aksioma, 2024 <a href="https://aksioma.org/unrealdata/conference/gaslighting-ai">https://aksioma.org/unrealdata/conference/gaslighting-ai</a></p> <p>How Is Generative AI Transforming Art and Design?, Arts at MIT Panel Discussion, 2024 <a href="https://news.mit.edu/2024/creative-future-generative-ai-0102">https://news.mit.edu/2024/creative-future-generative-ai-0102</a></p> <p>Lemmino, Artificial Intelligence, 2017 <a href="https://www.youtube.com/watch?v=5J5bDQHQR1g">https://www.youtube.com/watch?v=5J5bDQHQR1g</a></p> <p>06:01:09 ~ Scenario 5: Public AI for arts and culture</p> <p>06:26:57 ~ Unpacking the EuroStack: A European Alternative for Digital Sovereignty</p> <p>06:53:18 ~ Post-Extractivist Ecologies: Alternative Futures for Data Centers and AI Infrastructures <a href="https://www.youtube.com/live/xXI-EL08z7w?si=q1UBO6yM6G-">https://www.youtube.com/live/xXI-EL08z7w?si=q1UBO6yM6G-</a></p>

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