

	Implementation schedule	Physically / Remotely	Contact hours	Autonomous work for students (max hours)	Learning outcomes
Activity 1 14/09/2026	Module 1 (2h): Introduction to AI and Generative AI (AI basics, machine learning vs deep learning, strengths and limitations, human vs machine intelligence). Module 2 (3h): Human-Centred AI and Human Agency (human dignity, autonomy, human-in-the-loop, risks of overreliance). Module 3 (3h): Ethics, Bias and Responsible Use (bias, privacy, transparency, academic integrity, environmental impact). Module 4 (2h): Introduction to Challenge-Based Learning & Pre-BIP Preparation (introduction to the group design challenge, problem statement preparation).	Remotely (Online Asynchronous session through the e-learning platform)	10	/	Explain foundational concepts of AI and Generative AI Discuss the importance of human-centred AI, human agency, autonomy, and accountability, while recognising the risks of overreliance on AI systems. Analyse key ethical issues related to AI use, including bias, privacy, transparency, academic integrity, misinformation, and environmental impact. Describe the main principles of Challenge-Based Learning Formulate an initial AI-related Big Idea or problem statement in preparation for the group design challenge.
Activity 2 17/09/2026	Session 1 (2h): Orientation to the BIP and Challenged Based Learning Process (CBL Phase: Engage & and UNESCO AI Competency Framework/ BIP aims, structure, assessment, and students' self-assessment). Session 2 (3h): AI Tools & Prompting in Practice & Responsible Use (Prompting basics, AI techniques and	Remotely (Online Synchronous Session)	5	/	Describe the aims, structure, assessment requirements, and expected outputs of the BIP, including the role of the UNESCO AI Competency Framework and the Challenge-Based Learning process. Explain the main phases of Challenge-Based Learning, with emphasis on the Engage phase, and contribute to the initial identification of Big Ideas

	applications, bias, usefulness, transparency and ethical risk criteria, safe and responsible use).				and possible AI-related challenges. Apply basic prompting strategies to use AI tools for different purposes related to the CBL phases. Evaluate AI-generated outputs using various criteria and relevance to the selected challenge.
Activity 3 21/09/2026	ENGAGE: From Big Idea to Challenge (Connecting AI to real-world problems, UNESCO alignment: Human-centred mindset; Citizenship in the era of AI; Problem scoping).	Physically	8	2	Discuss real-world problems connected to AI, considering their social, ethical, educational, professional, and civic implications. Apply a human-centred perspective to analyse how AI-related challenges affect different users, communities, and stakeholders. Formulate an Essential Question that connects a broad AI-related Big Idea to a meaningful and authentic problem. Develop a clear and actionable Challenge Statement
Activity 4 22/09/2026	INVESTIGATE: Understanding the Challenge (Inquiry, evidence and ethical analysis, UNESCO alignment: Ethics of AI; AI foundations; Problem scoping).	Physically	8	2	Develop guiding questions to investigate the selected AI-related challenge from different perspectives. Critically examine relevant evidence, resources, examples, and existing AI practices connected to the selected challenge. Analyse ethical risks related to the challenge, and potential overreliance on AI. Refine the initial problem statement by considering stakeholder needs, AI limitations, human responsibilities, and the

					conditions required for responsible AI use.
Activity 5 23/09/2026	Investigate to ACT: From Evidence to Solution Concepts (Designing responsible AI responses, UNESCO alignment: Application skills; Ethics by design; Architecture design).	Physically	8	2	Synthesise evidence from the investigation phase to identify key findings, stakeholder needs, ethical concerns, and opportunities for responsible AI use. Evaluate whether and how AI should be used in response to the selected challenge, considering added value, risks, limitations, and possible non-AI alternatives. Design an initial responsible AI-supported solution concept that addresses the challenge Develop a prototype or solution outline.
Activity 6 24/09/2026	ACT: Prototyping, Testing and Refinement (Responsible implementation and feedback, UNESCO alignment: AI system design; Iteration and feedback loops; Human accountability).	Physically	8	2	Develop a more complete prototype or solution outline, Apply principles of responsible AI system design by integrating human oversight, transparency, accessibility, inclusion, sustainability, and risk-mitigation measures. Test the prototype or solution. Refine the solution based on feedback. Prepare an AI transparency statement that explains how AI tools were used, how outputs were checked, what human revisions were made, and what limitations remain.
Activity 7 25/09/2026	ACT: Sharing, Reflection and Evaluation (Presenting solutions and reflecting on learning, UNESCO alignment: Citizenship in	Physically	8	2	Present the final AI-related challenge, prototype or solution and expected impact. Justify how the proposed prototype or solution

	the era of AI; Ethics by design; Feedback loops).				addresses ethical, human-centred, inclusive, transparent, and responsible AI principles. Reflect critically on personal learning, team contribution, ethical decision-making, and how AI can be used responsibly in academic, professional, and civic contexts.
Activity 8 (mandatory) 15/10/2026	Online Wrap Up session & Guidance & Online Follow-Up & Submission of final portfolio/reports	Remotely	5 & 15	5	Final Evaluation: Individual portfolio submission including: AI competency self-assessment (before & after), prompt portfolio, ethical case reflection, contribution to group project, and final reflection on responsible AI use.
Total Hours			75	15	90