The Chinese University of Hong Kong
Department of Cultural and Religious Studies
CURE4441
Special Topic in Creative Industries - AI, Creative Industries and Innovation Practice
創意工業專題 - 人工智能、創意產業與創新實踐
Term 1, 2025-26 (Tentative)

Course Teacher: Mr. Chan Ka Ming
Time: Wed 12:30PM - 03:15PM
Venue: KKB_310

Course description:

In today's rapidly evolving digital landscape, artificial intelligence has emerged as a transformative force reshaping creative industries worldwide. From film production studios using AI for visual effects and script development to advertising agencies leveraging generative tools for campaign creation, the integration of AI technologies is fundamentally altering how creative professionals work, collaborate, and innovate. Understanding and harnessing these technological advances becomes crucial for the next generation of creative practitioners entering an AI-driven creative economy.

This course explores the profound impact of artificial intelligence (AI) on the creative industries, including film, design, advertising, and music. Students will gain hands-on experience with cutting-edge generative AI tools and learn how these technologies are reshaping creative workflows and business models. The course also equips students with entrepreneurship skills, empowering them to leverage AI as they ideate, prototype, and pitch new creative ventures. By combining theory with extensive practical workshops and industry engagement, students will be prepared to meet the evolving needs of the creative sector in the AI era.

在當今快速演變的數碼時代，人工智能已成為重塑全球創意產業的變革力量。從運用 **AI** 進行視覺效果和劇本開發的電影製作工作室，到利用生成式工具協助宣傳活動的廣告公司，**AI** 技術的整合正在根本性地改變創意專業人士的工作、協作和創新方式。對於進入 **AI** 驅動創意經濟的新一代創意從業者而言，理解和運用這些技術進步至關重要。

本課程聚焦人工智能（**AI**）對創意產業（如電影、設計、廣告及音樂）的深遠影響，結合理論講解及實務操作。學生將親身體驗生成式 **AI** 工具的應用，學習 **AI** 如何重塑創作流程與商業模式。課程同時培養創業思維，讓學生善用 **AI** 於構思、原型設計及創意項目發表等環節。理論教學、工作坊及業界交流三者並重，助學生迎接 **AI** 時代下創意產業的新挑戰。

Learning outcomes:
On successful completion of this course, students will be able to:
1. Explain core concepts of generative AI, including LLMs and diffusion models, in the context of creative industries.
2. Analyse and reflect on real-world cases of AI applications in film, design, advertising, and music.
3. Apply generative AI tools to create original textual, visual, or audio content relevant to creative projects.
4. Prototype a creative solution or digital product that incorporates AI features using accessible, no-code platforms, demonstrating practical application in a creative industry context.
5. Develop and pitch a new creative business or product concept that leverages AI to address market needs.
6. Demonstrate ethical awareness and responsible use of AI, including transparent citation and acknowledgment of AI-generated content.

Course syllabus	
Topic	**Contents/ fundamental concepts**
AI Foundations & Creative Applications	Introduction to artificial intelligence, generative AI, large language models (LLMs) in creative contexts; understanding the technological underpinnings that drive modern AI tools used in creative industries

Prompt Engineering & Content Generation	Text-to-text, text-to-image, and text-to-video generation; learning prompt design patterns and techniques for effective AI-assisted content creation across multiple media formats
Sector-Specific AI Integration	Examining AI applications in film/video production, advertising, design, and music; analyzing real-world case studies and industry workflows; hands-on experience with sector-relevant AI tools
No-Code Development & Prototyping	Building functional prototypes using accessible AI platforms; integrating AI into applications without programming; creating viable product demonstrations
Innovation & Entrepreneurship	Startup ideation methodologies, market research techniques, business model development, budgeting fundamentals, and marketing strategies for AI-enabled creative ventures
Ethics, IP & Professional Practice	Understanding bias in AI systems, intellectual property considerations, responsible AI usage, citation practices, and professional standards in AI-augmented creative work
Industry Engagement	Professional exposure through site visits and guest speakers related to creative industries; real-world insights into AI implementation in professional creative settings

Course components		
Teaching Modes and Learning Activities	**Percentage of time**	
	In class	Out of class
On-site face-to-face		
Lectures (on-site)	1 hour	1.5 hours
Hands-on workshops (on-site)	1.5 hours	3 hours
Group projects and presentations (on-site)	0.5 hour	2 hours
Out-of-classroom		
Industry Site Visit(s) (1-2 lessons)	3 hours	6 hours

Assessment Method			
Course Work	**Sub-items**	**Configuration**	**%**
1. Creative AI Multimedia Product	Students are required to create an original multimedia project (combining text, images, video, or audio) using generative AI tools learned in class. The project should demonstrate creative application of AI in a specific creative industry context. Submission includes the final product presentation and reflections detailing AI tools used, prompts employed, and creative decisions made.	Individual	30%
2. No-code Website or App Prototype	Students are required to develop a functional prototype using accessible AI no-code platforms learned in class. The prototype should address a creative idea or a creative industry need or challenge. Deliverables include the working prototype presentation, and a process log documenting development decisions and AI integrations.	Individual	20%
3. Creative Product Pitching	Students are required to develop and present a comprehensive business pitch for an AI-enabled creative product or service. The pitch should include market research, business model, prototype demonstration, and implementation strategy. Presentation format includes a 5-minute live pitch using generative AI tools learned, followed by Q&A session with panel and peers.	Group	20%
4. Continuous Assessment	In-class Exercise 1: AI Text Generation	Individual	5%
	In-class Exercise 2: AI Visual Generation	Individual	5%
	Engagement During Class Time (other exercises + class participation)	Individual / Group	20%

Assessment rubrics
Main Assessment Criteria: • Creativity & Innovation (30%): Originality and creative application of AI tools; ability to generate novel solutions and demonstrate innovative thinking in creative industry contexts • Technical Proficiency (25%): Competent use of AI tools and platforms; understanding of AI capabilities and limitations; successful integration of multiple AI technologies • Industry Application & Practicality (20%): Relevance to creative industry needs; demonstration of market understanding; feasibility and commercial viability of proposed solutions • Communication & Presentation (15%): Clear articulation of ideas in written and oral formats; effective use of visual aids; professional presentation skills • Ethical Responsibility (10%): Transparent acknowledgment of AI usage; understanding of bias and ethical considerations; proper citation of AI-generated content and prompts used

Required and recommended readings

Required readings:

Kumar, S., Verma, A. K., & Mirza, A. (2024). 3.2 Introduction to Artificial Intelligence; Digital Revolution, Artificial Intelligence, and Ethical Challenges; Way Forward—Moving Towards Responsible Artificial Intelligence. In Digital Transformation, Artificial Intelligence and Society: Opportunities and Challenges (pp. 39–45, 161–191). Springer Nature Singapore Pte Ltd.

Korzynski, P., Mazurek, G., Krzypkowska, P., & Kurasniski, A. (2023). Artificial intelligence prompt engineering as a new digital competence: Analysis of generative AI technologies such as ChatGPT. Entrepreneurial Business and Economics Review, 11(3), 26-34. https://doi.org/10.15678/EBER.2023.110302

(2025). Artificial Intelligence and the Creative Double Bind. Harvard Law Review, 138, 1585–1608. Harvard Law Review.

UNCTAD. (2024). Digitalization and artificial intelligence in the creative economy. In Creative Economy Outlook (pp. 53–71). UNCTAD.

Google Workspace. (2024). Google Workspace with Gemini: Prompting 101 (pp. 1–68). Google.

Anantrasirichai, N., Bull, D. Artificial intelligence in the creative industries: a review. Artif Intell Rev 55, 608-616 (2022). https://doi.org/10.1007/s10462-021-10039-7

Recommended readings:

Kumar, S., Verma, A. K., & Mirza, A. (2024). 3.1 Introduction to Digitisation, Digitalisation, and Digital Transformation; 3.3 Internet of Things (IoT); 3.4 Introduction to Industry 4.0; 3.5 The Digital Society: A Paradigm Shift in Everyday Life. In Digital Transformation, Artificial Intelligence and Society: Opportunities and Challenges (pp. 35–39, 45–54). Springer Nature Singapore Pte Ltd.

World Economic Forum. (2018). Creative Disruption: The impact of emerging technologies on the creative economy (pp. 1–26). World Economic Forum.

Viljoen, Aimee (2023), 'Scriptwriting with AI: A comparative analysis of ChatGPT and human-crafted short-film scripts: A South African perspective', Journal of African Cinemas, 15:2&3, pp. 199–218, https://doi. org/10.1386/jac_00101_1

Sahoo, Pranab, et al. "A systematic survey of prompt engineering in large language models: Techniques and applications." arXiv preprint arXiv:2402.07927 (2024)Exploring the Collaborative Co-Creation Process with AI.pdf

Truss, Mario, and Marc Schmitt. "Human-centered ai product prototyping with no-code automl: Conceptual framework, potentials and limitations." International Journal of Human–Computer Interaction (2024): 1-16.

Chalmers, D., MacKenzie, N. G., & Carter, S. (2021). Artificial Intelligence and Entrepreneurship: Implications for Venture Creation in the Fourth Industrial Revolution. Entrepreneurship Theory and Practice, 45(5), 1028–1053. Sage Journals.

O'Reilly, C., & Binns, A. J. M. (2019). The Three Stages of Disruptive Innovation: Idea Generation, Incubation, and Scaling. California Management Review, 61(3), 49-71. https://doi.org/10.1177/0008125619841878 (Original work published 2019)

Anantrasirichai, N., Bull, D. Artificial intelligence in the creative industries: a review. Artif Intell Rev 55, 591-600, (2022). https://doi.org/10.1007/s10462-021-10039-7

Ferrier, M. (2017). Ideation – Media Innovation and Entrepreneurship. In Media Innovation and Entrepreneurship (pp. 1–24). https://press.rebus.community/media-innovation-and-entrepreneurship/chapter/ideation-2/

Feedback for evaluation

Feedback for evaluation:
- **Self-evaluation form**
- **Intra-group peer evaluation form**

Course schedule

Class/ week	Date	Topic
1	Sep 3	- Course introduction - AI and Creative Industries - AI Foundations: Introduction to AI, Gen AI and LLMs

2	Sep 10	- Prompt Engineering - Storytelling Fundamentals
3	Sep 17	- AI Text Generation - Text-to-text generation
4	Sep 24	- AI Image & Video Generation I - Text-to-image generation - Text-to-video generation - Image-to-image generation - Image-to-video generation
5	Oct 8 (No class on Oct 1 Public Holidays)	- AI Image & Video Generation II: - Text-to-image generation - Text-to-video generation - Image-to-image generation - Image-to-video generation - Multimodal Storytelling
6	Oct 15	- AI Audio Generation - Text-to-audio generation
7	Oct 22	- AI No-code Website & App Generation I: - Fundamentals of websites and apps - Text-to-code generation - Presentation: Creative AI Multimedia Product
8	Oct 29 (Public Holidays, Visit date and time TBC)	- Industry Visit (TBC)
9	Nov 5	- AI No-code Website & App Generation II: - Text-to-code generation
10	Nov 12	- Startup ideation methodologies - Market Research Techniques - Business Model Development - Budgeting Fundamentals - Marketing Strategies
11	Nov 19	- Guest Speaker (TBC) - Presentation: No-code Website or App Prototype
12	Nov 26	- Bias in AI systems - Intellectual Property - Responsible AI usage
13	Dec 3 (Make-up Class, TBC)	- Presentation: Creative Product Pitching - Conclusion

Academic honesty and plagiarism

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.

- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

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Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Use of generative AI tools
(Teachers should include information relevant to the approach to be adopted in the course here)

Approach 3 - Use of AI tools is allowed with explicit acknowledgement and proper citation