

EYZEN TRAINING BOOKLET

Integrating AI into Education: Bridging the Gap

A 5-Module Hands-On Training for Young People, Built Around the eyzen.net AI Tools Panel

Erasmus+ KA210-YOU, Project No: 2023-3-TR01-KA210-YOU-000179496

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Project Context: Why These Modules Exist

EYZEN, in full “Integrating AI into Education: Bridging the Gap,” is an Erasmus+ KA210-YOU project built on a simple idea: young people, especially those with fewer opportunities, should not be left on the wrong side of the AI gap. The project's main output is eyzen.net, a platform that brings together more than 30 AI tools across six categories: Sound & Music, Images & Visual Arts, Productivity & Presentation, Video Production, Writing & SEO, and Business & Marketing.

This booklet is what turns that tool panel from a list into an actual training. All five modules below are built around tools that are live on eyzen.net right now; none of the activities rely on an imaginary tool that isn't on the site. By the end of the booklet, every participant will have browsed the project's own website and used the tools they chose for themselves.

The AI Tools Panel: eyzen.net

The table below lists the six categories live on eyzen.net and the tools within each one. Each of the five modules uses tools selected directly from this panel; the labels in brackets show which category the tool belongs to on the site.

Category (eyzen.net)	Tools on the site
Images & Visual Arts	Adobe Firefly, Astria.ai, Getimg.ai, Ideogram, Microsoft Designer, Remaker AI, Unscreen, VIGGLE AI
Sound & Music	Microsoft Designer, AIVA, Boomy, Mubert, Riffusion, Suno AI
Productivity & Presentation	Microsoft Designer, Ideogram, DiveDeck.ai, Gamma, Make.com, Napkin.ai, NotebookLM
Video Production	Deepshot, HeyGen, Microsoft Designer, Pictory.ai, Unscreen, VIGGLE AI
Writing & SEO	Microsoft Designer, Microsoft Copilot, Easy-Peasy.Ai, HyperWrite, Quillbot, ZeroGPT Paraphraser
Business & Marketing	Astria.ai, Deepshot, HeyGen, Ideogram, Microsoft Designer, Pictory.ai, Benchmark Email, GoCharlie, HoppyCopy, Predis, Simplified

Note: the five modules cover four of the six categories directly (Images & Visual Arts, Video Production, Productivity & Presentation, Writing & SEO). Modules specific to Sound & Music and Business & Marketing are addressed in the “Scope Note” section at the end of this booklet

How to Use These Modules

Each module is designed, in line with the project's focus-group format, to run as a single 90-120 minute session with a group of six. It can also be adapted for self-paced use on the EYZEN e-learning platform (SPOOC/PLE). The approach is hands-on from the outset: participants try the tools on eyzen.net themselves within the first few minutes of each module, before hearing any theoretical explanation. Discussion of ethics and EU values (equal opportunity, non-discrimination, digital inclusion, data protection, freedom of expression exercised responsibly) is not confined to a single session; it runs through all five modules.

Facilitator's note: use the pre-test/post-test forms and participant codes already defined for the EYZEN focus groups to measure learning. It's also worth checking, before each session, that the relevant tool page on eyzen.net is still accessible; online AI tools are occasionally updated or changed

Module 1: Introduction to AI

Duration: ~90 minutes | Group size: 6 | Format: face-to-face or online, hands-on from the start

Learning Objectives

- Notice what AI is, what it isn't, and where it already shows up in everyday life.
- Get familiar with the structure of eyzen.net (six categories, more than 30 tools) so the site feels easy to navigate in later modules.
- Build a shared, simple vocabulary the group will keep using in later modules: prompt, model, generative AI, bias.

Tools Used in This Module (from eyzen.net)

Tool (eyzen.net)	Its role in this module
Microsoft Copilot (eyzen.net, Writing & SEO)	Used for a 3-prompt warm-up exercise; introduces participants to both general-purpose generative AI and the eyzen.net interface.

Hands-On Activities

In this module, and really throughout the whole booklet, practice comes before explanation; participants use the tools from the first minute.

- Activity 1. “AI or Not?” warm-up: the facilitator shows six short examples (a playlist recommendation, a spam filter, a photo filter, a translation app, a chatbot reply, a piece of human-written text), and the group guesses which ones involve AI. The point is to show that AI isn't exotic; it's already woven into everyday life.
- Activity 2. eyzen.net tour: the facilitator walks through the homepage and the six categories on screen. Each participant then opens Microsoft Copilot under Writing & SEO and tries three prompts related to something they're interested in (a hobby, a school subject, a local issue). There's no “correct” prompt here; the point is simply to get hands-on.
- Activity 3. Small-group discussion: “When has AI made a decision that affected you before? A recommendation, a rejected application, a translated message. How did that feel?”

EU Values and Ethical Considerations



- Equal access: point out that every tool on eyzen.net offers a free tier, precisely so that young people without expensive devices or paid subscriptions aren't excluded. Tie this directly to the project's principle of equal opportunity.
- Digital literacy as a right: frame AI literacy not as a niche technical skill, but as part of the EU's broader digital-citizenship agenda.
- Introduce, without going too deep yet, the idea that AI systems can get things wrong or carry bias; this will be picked up properly in Module 5.

Group Assessment (closing round)

Ask each participant for one sentence: "One thing I learned about AI today is ____, and one thing I'm still unsure about is ____." There's no wrong answer here; the point is comfort, not mastery.

Module 2: AI Tools for Images and Visual Content

Duration: ~100 minutes | Group size: 6 | Format: face-to-face or online, laptop/phone required

Learning Objectives

- Produce an original image using tools from eyzen.net's Images & Visual Arts category.
- Grasp the basic mechanics of text-to-image generation (prompts, styles, iterating).
- Recognise the copyright, consent and authenticity questions specific to AI-generated images.

Tools Used in This Module (from eyzen.net)

Tool (eyzen.net)	Its role in this module
Adobe Firefly (eyzen.net, Images & Visual Arts)	Main hands-on tool for the Hometown-2050 image challenge; the free tier is used to keep this accessible to every participant.
Ideogram (eyzen.net, Images & Visual Arts)	Alternative/second option for the same challenge; useful for comparing outputs across tools.
Remaker AI (eyzen.net, Images & Visual Arts)	Used for a quick personal image-editing exercise.
Getimg.ai (eyzen.net, Images & Visual Arts)	Can be used as an alternative editing tool to Remaker AI.

Hands-On Activities

- Activity 1. "Picture your hometown in 2050": each participant opens Adobe Firefly or Ideogram from the Images & Visual Arts page on eyzen.net, and generates an image using the same prompt theme. The group then compares the very different results and discusses why the same prompt produced different outcomes.
- Activity 2. Quick editing with Remaker AI or Getimg.ai: participants upload a personal but non-identifying image (a hand-drawn sketch, a landscape photo) and apply an AI edit, then discuss what changed and what they'd want to control differently.
- Activity 3. "Spot the AI" round: the facilitator shows four images, two AI-generated and two real photographs; the group guesses which is which, then discusses how confident they were and why it matters.

EU Values and Ethical Considerations

- Discuss the line between deepfakes and creative use (art, memes) versus harmful use (impersonation, using someone's likeness without consent); connect this explicitly to the importance the EU places on personal image and dignity.
- Raise the copyright and artist-style issue: some tools can mimic a living artist's style. Being technically possible doesn't make it ethically unproblematic.
- Build the habit of labelling: have participants add a simple “AI-generated” note to their own outputs, a small rehearsal of the transparency the EU AI Act expects from both users and providers.

Group Assessment (closing round)

Pass an image around, physically or on screen, and ask: “If no one had told you, would you have known this was AI-made? Does that change how you feel about using it?”

Module 3: AI for Video Production

Duration: ~100 minutes | Group size: 6 | Format: face-to-face or online, laptop/phone required

Learning Objectives

- Produce a short AI-assisted video clip from text or an existing image, using tools from eyzen.net's Video Production category.
- Understand the ethical boundaries of avatar and face-swap tools, namely what they can and can't reasonably be used for.
- Develop a critical awareness that AI video is a channel for both creativity and disinformation.

Tools Used in This Module (from eyzen.net)

Tool (eyzen.net)	Its role in this module
Pictory.ai (eyzen.net, Video Production)	Main hands-on tool for the text-to-video challenge; the free tier is enough for short clips.
HeyGen (eyzen.net, Video Production)	Used only for a facilitator-led, consent-based demo of avatar/lip-sync features; not for participants' own uploads in this module.

Hands-On Activities

- Activity 1. “Fit your idea into 15 seconds”: each participant writes two or three sentences about something they care about and turns it into a short clip using Pictory.ai on the Video Production page of eyzen.net; the group then watches all the clips together.
- Activity 2. Guided, consent-based avatar demo with HeyGen: participants do not upload their own images here; the avatar and lip-sync features are shown live using only the facilitator's own, pre-approved image or voice. This choice is deliberate, to keep a short workshop setting free of consent and safeguarding issues.
- Activity 3. “Real or AI?” video round: the video version of the image exercise from Module 2, reinforcing the same critical-viewing habit through short clips.

EU Values and Ethical Considerations

- Discuss the deepfake risk in concrete terms: what happens when this technology is used without consent, such as impersonation, harassment, or disinformation? Connect this to the EU's principles of non-discrimination and dignity.

- Talk about why responsible platforms restrict face-swap features and require consent; frame this as a feature of ethical design, not a limitation.
- Stress that any AI-generated video shared publicly, especially one depicting a real person's likeness or voice, should be labelled as such.

Group Assessment (closing round)

Ask: "If you saw a video like the one we made today shared as if it were real, what would you want to know before believing it?"

Module 4: Productivity and Presentation Tools

Duration: ~90 minutes | Group size: 6 | Format: face-to-face or online, laptop/phone required

Learning Objectives

- Build a simple, professional presentation with no design experience, using tools from eyzen.net's Productivity & Presentation category.
- Use AI to summarise and understand a document faster and more independently.
- Connect these skills explicitly to employability and further education.

Tools Used in This Module (from eyzen.net)

Tool (eyzen.net)	Its role in this module
Gamma (eyzen.net, Productivity & Presentation)	Main hands-on tool for the "Introduce yourself" presentation exercise.
NotebookLM (eyzen.net, Productivity & Presentation)	Used for the document-summarising exercise.
Make.com / Napkin.ai (eyzen.net, Productivity & Presentation)	Used for a short, facilitator-led automation/visualisation demo.

Hands-On Activities

- Activity 1. "Introduce yourself" mini project: each participant uses Gamma, on the Productivity & Presentation page of eyzen.net, to build a three-slide presentation about a personal project, skill or idea; the focus is on structure and clarity rather than visual polish.
- Activity 2. Document-to-summary with NotebookLM: participants upload or paste a short text (a news article, a school handout), generate a summary, and compare it against their own reading: how accurate is it?
- Activity 3. Quick automation demo with Make.com or Napkin.ai: the facilitator shows one example of how a repetitive task can be simplified, such as turning notes into a visual diagram, framed as "working smarter," not as "outsourcing the effort."

EU Values and Ethical Considerations

- Highlight that these tools can close a real gap for young people without formal training in design, writing or office software; this speaks directly to the project's equal-opportunity and employability goals.
- Discuss the limits of AI summarisation: it can miss nuance or introduce small errors, and critical reading and double-checking remain the participant's responsibility.

- Clarify the limits of appropriate use: using AI to structure or speed up your own work is not the same as submitting AI output as entirely your own; connect this to academic and professional integrity.

Group Assessment (closing round)

Ask: “Which part of this genuinely saves time in real life, at school, in a job application, in a personal project, and which part still needs a human decision?”

Module 5: Ethical and Responsible Use of AI

Duration: ~100 minutes | Group size: 6 | Format: face-to-face or online | Closing module: builds on the tools used from eyzen.net in Modules 1-4

Learning Objectives

- Understand the core ethical risks of AI: bias, privacy, disinformation, environmental cost, accountability.
- Connect these risks explicitly to EU values: equal treatment, non-discrimination, data protection, freedom of expression exercised responsibly.
- Leave the session with a personal, concrete set of responsible-AI-use rules.

Tools Used in This Module (from eyzen.net)

Tool (eyzen.net)	Its role in this module
(Cross-cutting)	Rather than introducing new tools, this module revisits the tools used from eyzen.net in Modules 2-4 through an ethics/privacy lens.

Hands-On Activities

- Activity 1. Bias case study: the facilitator presents a real, documented example of an AI system producing biased or unfair outcomes, for instance a recruitment or facial-recognition tool that performs worse for certain groups, and the group discusses why this happens and who is affected.
- Activity 2. “Whose data is this?”: participants look at the privacy or data-use terms of a tool they used in Modules 2-4, namely how uploaded images or documents are actually used, and discuss whether anything surprises them.
- Activity 3. “My AI Rules”: each participant writes three personal rules for how they'll use AI going forward, for example “I'll label AI-generated content,” “I won't use it to impersonate someone without consent,” “I'll double-check what it tells me.” These are shared with the group and discussed, not graded.

EU Values and Ethical Considerations

- Tie the discussion to concrete EU principles: human oversight of automated decisions, non-discrimination and equal treatment, protection of personal data (GDPR), and the right to know when you're interacting with or affected by AI.
- Don't skip the environmental angle: AI systems consume real energy and water. Responsible use sometimes means simply not using AI when it isn't needed.
- Leave the accountability question open: when an AI tool gets something wrong or causes harm, who is responsible? The developer, the platform, or the user? There's rarely one simple answer, and that's an important lesson in itself.
- Add a practical reminder: online AI tools are updated, changed, or occasionally discontinued. Facilitators checking the relevant tool page on eyzen.net before each session is part of responsible use, not just an ethical nicety but a practical one.

Group Assessment (closing round)

Closing round for the whole training: "After five modules, what's one thing you'll do differently the next time you use an AI tool?" Record the answers as part of the module's assessment evidence.

Alignment with EU Values and Erasmus+ Horizontal Priorities

Across all five modules, the following principles were treated as design decisions from the outset, not as an optional add-on:

- Inclusion and equal opportunity: every hands-on activity was built to work on the free tier of the tools on eyzen.net, so participation doesn't depend on paid subscriptions or expensive hardware.
- Non-discrimination and dignity: the consent-based approach to using personal images and voices is applied concretely in Module 3, while bias is addressed in Module 5 not in the abstract but through a real case.
- Data protection: rather than learning data protection as an abstract rule, participants are guided to look at the actual privacy terms of the tools they're already using.
- Critical thinking and democratic participation: the "real or AI" exercises and the bias case study are designed to build a habit of questioning AI output, rather than consuming it passively.
- Digital transformation and employability: every skill covered in Modules 2, 3 and 4 is tied explicitly to real further-education and job-related use cases relevant to young people with fewer opportunities.

Scope Note

These five modules cover four of eyzen.net's six categories directly (Images & Visual Arts, Video Production, Productivity & Presentation, Writing & SEO) and reflect the Module 1-5 structure already referenced in CYA's Focus Group Report. The Sound & Music (AIVA, Boomy, Mubert, Riffusion, Suno AI) and Business & Marketing (Benchmark Email, GoCharlie, HoppyCopy, Predis, Simplified) categories remain open to participants directly through the tools panel and the PLE, without a dedicated module of their own for now. Should the consortium prefer full 1:1 coverage of all six categories, two additional modules (Module 6: Sound & Music; Module 7: Business & Marketing), built in the same format and around real eyzen.net tools, can be prepared on request.