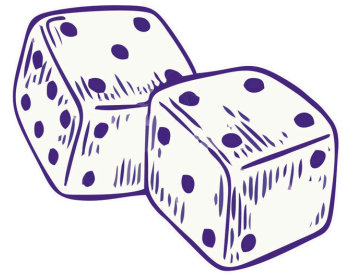


# Cohort Based Course Curriculum



**DICE**

DIGITAL COMPETENCES IN  
ENTREPRENEURSHIP

A cohort-based course is an educational program that is organized according to a curriculum and completed by a group of students (cohort) at the same time.

---

Cohort-based courses can take place:

- online
- in virtual space
- in the physical classroom

Cohort-based courses are familiar to many people because this is often the way traditional education is structured - a group of students enter a class or course together and go through the learning materials together over a period of time.

## What is the difference between cohort-based courses and traditional online courses?

---

**The time-bound nature** of a cohort course, along with the fact that students learn the material **together**, is what sets it apart from a regular online course.

However, students manage their own pace of study and the way they progress through the course. The course community is also optional.

The cohort-based course is conducted in **real-time**. This means that it is synchronous learning. Students start and finish the course at the same time and go through the lessons at the same time. As a result, the cohort provides a more interactive experience for students, with course members having the opportunity to share their own understanding and application of the learning material. With this "cohort" approach, students are more likely to complete the course.

## Advantages of a cohort-based course

---

- Students can get help in real-time
- You can adjust course topics to meet the challenges students have

- You can integrate things like group work, communities, discussions, etc.
- Students have more responsibility

## What makes cohort-based courses different?

---

There are 4 elements that distinguish cohort courses from MOOCs or OERs:

Community	<p>If you look at how human beings learn, it almost always happens in a community. Online forums have been a part of courses since the first MOOCs, but it would be a stretch to call most of them "communities". The forum was often just a customer support channel and hardly anyone participated. The cohort environment fosters relationship building - students find mentors, collaborators, thought partners, coaches,... When people appear live on video under their real names, these relationships can transcend course boundaries and extend into the "real" world.</p> <p>Community is an amorphous thing and cannot be carefully planned or predicted. But we can deliberately create conditions for the emergence of a community.</p>
Responsibility	<p>Cohort-based learning in a virtual environment reinvents the many layers of social accountability and support found in traditional schools: academic advisors, study groups, face-to-face classroom sessions, student portfolios, and final projects.</p> <p>These forms of accountability support students in the most difficult parts of learning while creating a culture of high expectations for all involved. They are crucial in helping students from diverse backgrounds to successfully complete the program in which they have enrolled.</p> <p>Real responsibility comes from relationships. These relationships can only be created through direct, meaningful interaction with people we respect. And they usually occur most naturally in challenging circumstances when everyone is focused on a common goal.</p>
Interaction	<p>Live interaction, which is only possible through video calls, brings many more aspects of our humanity into learning: amusement, surprise, laughter, crying, victory or disappointment.</p> <p>Live group video creates an environment where many different kinds of interactions can overlap and intermingle. Instructors can broadcast individual lectures to present key concepts. Breakout rooms allow students to split up and focus on specific problems or subtopics. Individual students may be brought "on stage" to receive feedback and coaching from instructors or teaching assistants. Special guests who could never make it in person can call and share their experiences. And the chat is a live channel full of interesting links, recommended resources, follow-up questions and confirmations.</p>

	The learning experience that emerges resembles a video game or virtual world as much as a college classroom. Polls, interactive
Influence	<p>Cohort-based courses are ideal for transformative learning. Teaching that in such a short time will change people's identities so much that they will hardly recognize each other on the other side.</p> <p>This level of transformation only happens deep within communities of practice where we can feel personal responsibility. Whether they know it or not, online students are looking for a ritual. This is the opposite of the seamless convenience we've come to expect from the internet. As we all spend more and more time online, there is a huge hunger for deeper, more meaningful experiences that stay with us far longer than the latest Instagram story.</p>

## A new learning methodology

The central idea behind a cohort-based course is very simple and is based on **traditional classroom learning** - a group of students take a series of courses together. They have the same schedule and have to meet the same deadline. This grouping and synchronization of learning activities makes learners feel connected and keeps them motivated to complete their learning on time and not fall behind.

This is a significant departure from the MOOC approach. In the MOOC approach, there is virtually no deadline, no synchronous peer learning, and no group study.

A cohort-based course also differs from traditional classroom learning. The physical presence of students in one place or in a classroom is not mandatory in cohort education. Learning can take place online or through a combination of online and offline activities.

Cohort-based learning may be best suited for leadership training, soft skills, etc., where interpersonal skills become important. Ensures student engagement and interaction, thereby promoting interpersonal skills.

A big advantage of a cohort-based course is the presence of a course guide/tutor who ensures that learners get timely help in case they get stuck or are unsure about something. The course guide also acts as a motivator and guides a group of students to achieve their learning goals.

## Cohort-based course planning

### *Choose a lesson format*

There are several ways to define individual lessons in a course. Due to the cohort-based nature of the courses, most of the learning content will be delivered via video, and a decision needs to be made as to

whether it will be live or pre-recorded.

You can also use powerpoint or canva documents to teach in a live webinar or provide study materials on an online platform for self-study. Then set up a live video conference to chat about the topic and ask questions.

When deciding on a teaching format, remember that there should be a variety of learning format choices available so that everyone can find what works for them. Some may find reading materials more appropriate, while others prefer to learn using video or animations. It is best to create a course using many formats. It is also good to give assignments, tests and experiments in different formats.

## *Plan your lessons*

Scheduling meetings with students is the next step. Create a calendar where you mark all the important dates on which you intend to carry out specific course activities. You have to set different times for lectures, group discussions, question and answer sessions, tests, student presentations, homework due dates, exams, etc.

## *Use online tools*

There are several online tools and platforms that could help your cohort's course run smoothly. You might want to use them to make your job easier. Some of them are:

- **Zoom** is one of the most popular and easy-to-use tools you can use for video calls with course participants. You can share your screen, identify who is talking at a specific time, and even record your calls.
- **Google Calendar** helps you be more organized. You share all your planned events and important dates with the course participants.
- **Google Forms** are one of the best tools available for gathering feedback from attendees.

## *Grow the community*

Investing time and resources in building a strong student community on a cohort-based course is key to a successful outcome. You can use tools like Facebook Group or Padlet to build and grow a private community of students from your cohort.

## *Emphasize interactivity*

When you're creating an online course, it can be easy to fall into the trap of simply creating PDF files and pre-recorded videos. Take advantage of interactive documents and tools and experiment with interactive learning:

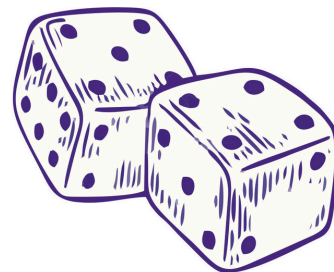
- Use shared Google Docs or Google Slides, they are a great way to keep participants active as they can comment, leave questions, ideas or links in such files.
- Use multimedia resources to create videos, podcasts, documents and more. In this way, education will be more fun, the content will also be interesting for you, and in addition, you will fulfill the educational goals of the course and the DICE project - you will increase the digital competences of the course participants.

- Allow participants to share their screens if they find something interesting or useful for the class.
- 

Co-funded by the  
Erasmus+ Programme  
of the European Union



# Cohort Based Course Curriculum



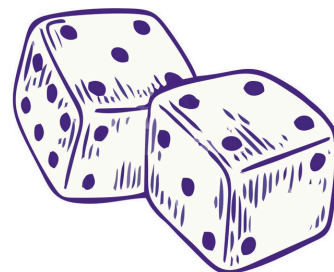
**DICE**

DIGITAL COMPETENCES IN  
ENTREPRENEURSHIP

Course Topics and distribution  
between partners

Information and digital literacy (AINOVA)	Digital content creation and digital marketing (CCOV)	E-commerce (ARID)	Safety on the internet and hoax detection (KOCATURK)	Problem-solving including programming, data processing and artificial intelligence (UNIPI)
Introduction to digital skills and their relevance for entrepreneurs	Introduction to the digital marketing	E-commerce basics and setting up an online shop	Best practices to ensure online security, protect their personal data	Foundations of Problem-solving and Algorithms
Fundamentals of information technology and computer systems	Content marketing, strategy & analytics	Product management, payments and customer data security	Online threat detection and mitigation	Data management
Basic computer skills, including using operating systems, office software, and web browsers	Social media planning	Customer service and online services	Topics may include password management, phishing, malware and social engineering awareness	Programming fundamentals
Online presence and ability to work remotely	Visual content creation	Web analytics and conversion optimisation	Cybersecurity	Introduction to AI
Digital citizenship and social responsibility	SEO tactics	Use of mobile technology in e-commerce	Copyright issues and Computer piracy	Machine learning fundamentals

# Cohort Based Course Curriculum



**DICE**  
DIGITAL COMPETENCES IN  
ENTREPRENEURSHIP

## Module 1 Information and digital literacy

**Organisation:** Amadora Inovation

**Course title:** Digital Competences in Entrepreneurship

**Planned types, learning activities and teaching methods:** study materials on an online platform for self-study; live video conference to chat about the topic, ask questions and activities

**Teaching hours:** 2 hours

**EQF level:** 3-4

**Assessment methods:**

**Learning outcomes of the course unit:**

1. Introduction to Digital Skills and their relevance for entrepreneurs:

- Recognize the value of digital skills for starting and growing a business.
- Name common digital tools that can benefit entrepreneurs.

2. Fundamentals of Information Technology and Computer Systems:

- Explain what a computer's operating system does in simple terms.
- Identify the basic components of a computer system.

3. Basic Computer Skills, including using operating systems, office software, and web browsers:

- Navigate through using a web browser to access information.
- Create a simple document using office software.

4. Online Presence and Ability to Work Remotely:

- List two key benefits of establishing an online presence for a business.
- Name one remote communication tool and demonstrate its basic use.

5. Digital Citizenship and Social Responsibility:

- Describe one way to protect personal information online.
- Identify a positive online behavior related to respectful communication.

**Recommended or required reading:**

"Digital Literacy for Dummies" by Faithe Wempen

"Netiquette Essentials: New Rules for Manners in a Digital World" by Emily Post Institute

"The Smart Girl's Guide to Privacy: Practical Tips for Staying Safe Online" by Violet Blue

"Web Literacy for Student Fact-Checkers" by Mike Caulfield

"Cybersmart: How to Stay Safe Online" by Annie Fox

"Computers for Beginners" by John Woodward

"The Complete Idiot's Guide to Computer Basics" by Joe Kraynak

"Microsoft Office 365 for Dummies" by Peter Weverka

"Google Chrome for Dummies" by Mark LaFay

**Language of the course: English**

## Detailed content for the topic/subject

Topic/Subject	Contents/main points
Introduction to digital skills and their relevance for entrepreneurs	<ol style="list-style-type: none"><li>1.Importance of Digital Skills</li><li>2. Examples of Digital Skills in Entrepreneurship</li><li>3. Benefits of Digital Skills for Business Growth</li></ol>
Fundamentals of information technology and computer systems	<ol style="list-style-type: none"><li>1. Introduction to Computer Systems</li><li>2. Understanding Operating Systems</li><li>3. Functions of an Operating System</li></ol>
Basic computer skills, including using operating systems, office software, and web browsers	<ol style="list-style-type: none"><li>1. Navigate with a Web Browser</li><li>2. Using operating systems</li><li>3. Office software skills</li></ol>
Online presence and ability to work remotely	<ol style="list-style-type: none"><li>1. Building and managing online presence</li><li>2. Remote work skills and tools</li><li>3. Online security and digital etiquette</li></ol>
Digital citizenship and social responsibility	<ol style="list-style-type: none"><li>1. Being a good digital citizen</li><li>2. Identifying reliable information</li><li>3. creating a positive online environment</li></ol>

# Module 2 Digital content creation and digital marketing

**Organisation:** CCOV, z.u.

**Course title:** Digital content creation and digital marketing

**Planned types, learning activities and teaching methods:** theoretical background, discussion, group project, workshop, peer review, interactive quiz

**Teaching hours:** 6 weeks

**EQF level:** 3-4

**Assessment methods:** selfevaluation test

**Learning outcomes of the course unit:**

**Understand the Role and Evolution of Marketing in Business:** Learners will be able to explain the fundamental concepts of marketing, its history, and its critical role in driving business growth and building brand awareness in today's competitive landscape.

**Develop Email Marketing Skills:** Participants will gain the ability to design and execute effective email marketing campaigns that are personalized and measurable, with a clear understanding of how to build and segment email lists for targeted marketing efforts.

**Master Search Engine Optimization (SEO):** Learners will understand the principles of SEO, including keyword research, on-page and off-page optimization, and how to use SEO to increase a website's visibility and organic search rankings effectively.

**Execute Effective Social Media Marketing Campaigns:** Participants will learn to leverage various social media platforms to enhance brand engagement, understand the nuances of content creation for social media, and use data analytics to measure the impact of social media campaigns.

**Integrate Traditional and Digital Marketing Strategies:** Learners will be equipped to blend traditional marketing methods with digital strategies effectively, maximizing reach and engagement across multiple platforms and consumer touchpoints.

**Apply Online Advertising Techniques:** Participants will gain skills in creating and managing online advertising campaigns, including PPC, display ads, and social media advertisements, with an understanding of targeting options and performance optimization.

**Recommended or required reading:**

1. Tandoc, E. C., & Vos, T. P. (2016). THE JOURNALIST IS MARKETING THE NEWS: Social media in the gatekeeping process. *Journalism Practice*, 10(8), 950-966. <https://doi.org/10.1080/17512786.2015.1087811>
2. Nuseir, Mohammed & Aljumah, Ahmad. (2020). The Role of Digital Marketing in Business Performance with the Moderating Effect of Environment Factors among SMEs of UAE. 2020.
3. Nambisan, S. (2017). *Digital Entrepreneurship: Toward a Digital Technology Perspective of Entrepreneurship*. *Entrepreneurship Theory and Practice*, 41(6), 1029-1055. <https://doi.org/10.1111/etap.12254>
4. Hanlon A. (2020) Chapter 31: Ethics in digital marketing and social media. In: L. Eagle, S. Dahl, F. Harris, P. Murphy (Eds.), *The SAGE Handbook of Marketing Ethics*, SAGE, pp. 424-443

**Language of the course:**

**Detailed content for the topic/subject**

Topic/Subject	Contents/main points
Subtopic #1 The Basics of Marketing and its Role in Business	<ul style="list-style-type: none"> <li>● Introduction to Marketing Definition of Marketing</li> <li>● Evolution of Marketing</li> <li>● Importance in Today's Business World</li> <li>● B2C and B2B marketing</li> </ul>
Subtopic #2 Marketing Strategies	<ul style="list-style-type: none"> <li>● Traditional Marketing Strategies</li> <li>● Digital Marketing Strategies</li> <li>● Integrating Traditional and Digital Marketing Marketing</li> <li>● Mix (4 Ps)</li> <li>● Product/Price/Place/Promotion</li> </ul>
Subtopic #3 Consumer Behavior and Consumer segments	<ul style="list-style-type: none"> <li>● Understanding Your Target Audience</li> <li>● Demographics and Psychographics</li> <li>● Buyer Personas</li> <li>● Consumer segments</li> </ul>
Subtopic #4 Email Marketing and Effective Campaigns	<ul style="list-style-type: none"> <li>● Building an Email List</li> <li>● Creating Compelling Campaigns</li> <li>● Optimization and Analysis</li> <li>● Email marketing campaign creation</li> </ul>
Subtopic #5 Search Engine Optimization (SEO)	<ul style="list-style-type: none"> <li>● Keyword Research</li> <li>● On-Page SEO</li> <li>● Off-Page SEO</li> </ul>
Subtopic #6	<ul style="list-style-type: none"> <li>● Social Media Marketing,</li> <li>● Email Marketing, and Online Advertising</li> <li>● Advanced Email Marketing</li> <li>● Online Advertising Analytics and Measurement</li> </ul>

## Module 3 E-commerce

**Organisation:** ARID

**Course title:** E-commerce

**Planned types, learning activities and teaching methods:** theoretical background, discussion, group

project, workshop, peer review, interactive quiz

**Teaching hours:** 3 weeks

**EQF level:** 3-4

**Assessment methods:** selfevaluation test

**Learning outcomes of the course unit:**

**Knowing the basics of e-commerce:** Participants will be able to understand and explain the basics of e-commerce, how to choose the right e-commerce platforms and how to create an online shop.

**Effective product and online payment management:** Participants will learn how to add and manage products, implement and operate online payment systems and ensure the security of customer data.

**Professional customer service:** Participants will be able to communicate effectively with customers, use customer service tools, implement customer retention strategies and provide quality after-sales service.

**E-commerce analysis and optimisation:** Participants will be able to use analytical tools (e.g. Google Analytics), monitor key metrics (KPIs) in e-commerce and perform A/B testing and optimise purchase paths.

**Use of mobile technologies:** Participants will be able to design responsive websites, develop and optimise mobile applications, implement mobile payment methods and create effective marketing strategies targeting mobile users.

**Recommended or required reading:**

<https://widoczni.com>

<https://cyrekdigital.com/pl/baza-wiedzy/zarzadzanie-sklepem-internetowym/>

<https://thenewlook.pl/e-commerce-jak-zaczac/>

<https://boringowl.io/blog/mobile-first-indexing-jak-optymalizowac-strony-mobilne>

<https://postpolska.pl/technologia/wplyw-technologiei-mobilnych-na-e-commerce/>

<https://bergsystem.pl/blog/obsługa-posprzedazowa-jak-ja-sprawnie-realizowac/>

<https://theforcecode.com/help/pl/bezpieczenstwo-platnosci-w-e-commerce-ochrona-klientow-i-sklepu/>

**Language of the course:**

**Detailed content for the topic/subject**

Topic/Subject	Contents/main points
1. E-commerce basics and setting up an online shop	<ul style="list-style-type: none"> <li>● Introduction to e-commerce</li> <li>● Choice of e-commerce platform</li> <li>● Setting up an online shop</li> </ul>
2. Product management, payments and customer data security	<ul style="list-style-type: none"> <li>● Adding and managing products</li> <li>● Online payment systems</li> <li>● Security of customer data</li> </ul>
3. Customer service and online services	<ul style="list-style-type: none"> <li>● Customer communication</li> <li>● Customer service tools</li> <li>● Customer retention strategies</li> <li>● After-sales services</li> </ul>
4. Web analytics and conversion optimisation	<ul style="list-style-type: none"> <li>● Analytical tools (Google Analytics etc.)</li> <li>● Key performance indicators (KPIs) in e-commerce</li> <li>● A/B testing and purchase path optimisation</li> </ul>
5. Use of mobile technology in e-commerce	<ul style="list-style-type: none"> <li>● Responsive web design</li> <li>● Mobile applications and their optimisation</li> <li>● Mobile-first indexing and mobile shopping trends</li> <li>● Mobile payment methods and mobile marketing strategy</li> </ul>

# Module 4 Internet security and fraud detection

**Organisation:** KOCATURK

**Course title:** Cyber Security and Internet Security Applications in Entrepreneurship

**Planned types, learning activities and teaching methods:** Live Webinars. Group Projects: Teamwork based on real-world scenarios. Short Videos, Case Study Reviews: Analysis and discussion based on real cases, and Peer Review.

**Teaching hours:** 2-3 hours

**EQF level:** 3-4

## Assessment methods:

## Learning outcomes of the course unit:

### 1) Best Practices to Ensure Online Security, Protect Their Personal Data:

- Recognize best practices for ensuring Internet security and protecting personal data.
- Creating strong passwords and implementing security measures such as two-factor authentication.

### 2) Online Threat Detection and Mitigation:

- Detecting various online threats and determining how to take precautions against these threats.
- Detecting early signs of cyber attacks and developing effective intervention methods

### 3) Topics may include password management, phishing, malware and social engineering awareness

- Learning secure password management techniques and protection against cyber threats such as phishing and malware.
- Recognizing social engineering tactics and protecting yourself against such attacks.

### 4) Cybersecurity:

- Understanding cyber security principles and defense techniques.
- Learn about how to respond to cybersecurity breaches and mitigate risks

### 5) Copyright issues and Computer piracy:

- Understanding basic concepts of copyright and hacking.
- To have knowledge about ways to detect and prevent copyright violations.

## Recommended or required reading:

### Basic Level (EQF 3):

1. **"What is Cyber Security?" (Kaspersky):** A beginner's guide that explains the basics of cybersecurity in simple, understandable language.
2. **"Surfing the Internet Safely" (Norton):** A guide with practical tips and basic security precautions for staying safe online.
3. **"Social Media Safety" (ConnectSafely):** A resource on what you need to know to ensure security on social media platforms.
4. **"Guide to Creating Strong Passwords" (Dashlane):** A guide explaining the importance and methods of creating strong and secure passwords.

5. **"What is Phishing and How to Protect It?" (Microsoft):** A resource that explains precautions to take to recognize and protect against phishing attacks.

#### **Intermediate (EQF 4):**

1. **"Small Business Guide to Cybersecurity" (SBA):** A guide to help small businesses understand cybersecurity risks and take basic security precautions.
2. **"Data Security and Privacy" (ISACA):** A resource for those seeking more comprehensive information on data security and privacy issues.
3. **"Network Security Fundamentals" (Cisco):** A resource for those who want to understand network security concepts and basic security protocols.
4. **"Types of Cyber Attacks and Ways to Protect You" (Trend Micro):** A resource that explains different types of cyber attacks and ways to protect against them.
5. **"Cyber Security Training and Awareness" (Infosec):** Information about resources and training that can be used to increase employees' cyber security awareness.

**Language of the course:** English

**Detailed content for the topic/subject**

Topic/Subject	Contents/main points
Best practices to ensure online security, protect their personal data	<ol style="list-style-type: none"> <li>1. Creating strong passwords and two-factor authentication methods.</li> <li>2. Ability to implement strategies to ensure personal and corporate data security.</li> <li>3. Developing safe web browsing habits.</li> </ol>
Online threat detection and mitigation	<ol style="list-style-type: none"> <li>1. Ability to recognize cyber threats and malware and take precautions against them.</li> <li>2. Understanding the basics of network security and firewall usage.</li> <li>3. Ability to monitor security vulnerabilities and apply security updates</li> </ol>
Topics may include password management, phishing, malware and social engineering awareness	<ol style="list-style-type: none"> <li>1. Knowing strong password management principles and best practices.</li> <li>2. Methods of protection against phishing, malware and social engineering attacks.</li> <li>3. Detect suspicious activity and respond to security breaches.</li> </ol>
Cybersecurity	<ol style="list-style-type: none"> <li>1. Understand cybersecurity policies and protocols.</li> <li>2. Evaluating the effects of cyber attacks on business processes.</li> <li>3. Understanding the importance of cyber security awareness training.</li> </ol>
Copyright issues and Computer piracy	<ol style="list-style-type: none"> <li>1. Recognize types of intellectual property such as copyrights, patents and trademarks.</li> <li>2. Protection methods and legal framework against software piracy.</li> <li>3. License management and compliance checks</li> </ol>

# Module #5 Problem-solving including programming, data processing and artificial intelligence

**Organisation:** UNIVERSITY OF PIRAEUS RESEARCH CENTER

**Course title:** Problem-solving including programming, data processing and artificial intelligence

Planned types, learning activities and teaching methods

**Teaching hours:** 40

**EQF level:** 3-4

**Assessment methods:** group projects, online discussions, interactive quizzes, workshop

**Learning outcomes of the course unit:**

Analyze complex problems.

Think in an algorithmic manner.

Design efficient algorithms.

Implement solutions using appropriate programming constructs.

Understand and apply data modeling concepts to represent real-world scenarios, including entity-relationship diagrams and normalization techniques.

Design relational databases, considering principles such as normalization, integrity constraints, and efficient indexing.

Use the SQL language to query and manipulate data in relational databases.

Distinguish relational from NoSQL Databases.

Select appropriate NoSQL database models.

Design, implement, and manage scalable and flexible data solutions to meet the requirements of modern, dynamic data ecosystems.

Select and use the most appropriate data mining method.

Understand foundational programming concepts, including variables, control structures, functions, data types, and problem-solving techniques.

Understand foundational object-oriented programming concepts, including classes, objects, methods, encapsulation, inheritance, and polymorphism.

Design, implement, and debug basic programs.

Understand AI Fundamentals.

Explore various problem-solving approaches in AI.

Explore real-world applications of AI in various industries.

Delve into ethical considerations related to AI.

Develop a deep understanding of foundational machine learning concepts, including supervised learning, unsupervised learning, and reinforcement learning.

Understand basic algorithms of machine learning.

Design basic algorithms of machine learning in Python.

Implement machine learning techniques.

**Recommended or required reading: none**

**Language of the course: English**

**Detailed content for the topic/subject**

Topic/Subject	Contents/main points
Foundations of Problem-solving and Algorithms	<ul style="list-style-type: none"><li>● Introduction to problem-solving and importance of systematic approaches of problem-solving</li><li>● Algorithmic thinking</li></ul>
Data management	<ul style="list-style-type: none"><li>● Data structures</li><li>● Fundamentals to databases (basics, definitions and design principles, relational models, SQL and NoSQL Databases)</li><li>● SQL language</li><li>● Data mining methods</li></ul>
Programming fundamentals	<ul style="list-style-type: none"><li>● Introduction to programming (Basic syntax and constructs of a high-level programming language (Python))</li><li>● Object-Oriented Programming (OOP) (Basics, classes, objects, Python)</li></ul>
Introduction to AI	<ul style="list-style-type: none"><li>● Introduction to AI (An overview of AI, including its history, goals, and the distinction between narrow AI and general AI.)</li><li>● Application of AI to real-world scenarios (Case studies of AI applications in various domains like healthcare, finance, transportation, and more.)</li><li>● Ethics of AI (Discussion of fairness, accountability, transparency, privacy, and the future impact of AI on society.)</li></ul>
Machine learning fundamentals	<ul style="list-style-type: none"><li>● Introduction to machine learning (Supervised, unsupervised, and reinforcement learning principles)</li><li>● Basic algorithms of machine learning (in Python)</li><li>● Practical applications</li></ul>