

## **GUIDELINES AND RECOMMENDATIONS FOR THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE IN THE STUDY PROCESS AT VYTAUTAS MAGNUS UNIVERSITY**

1. Generative Artificial Intelligence (hereinafter referred to as “GAI”) is an artificial intelligence technology that can create new content (for example, images or text) on the basis of a given prompt or other specified criteria.
2. GAI tools are platforms that incorporate Generative Artificial Intelligence models and allow users to generate text, images, or other content using simple and intuitive interfaces.
3. GAI can be used as a supplementary resource to enhance the teaching and learning process in a manner that complies with the principles of ethics, transparency, and accountability. It serves as a tool for increasing the accessibility of studies, allowing for a broader range of personalised learning opportunities for students with individual needs, anxiety disorders, language barriers, and fostering critical evaluation of the generated content.
4. GAI can be used as a supplementary tool for students to complete assignments in the study process, with the aim of making the study process more efficient and focusing on the acquisition of higher-level competences and the achievement of the main learning outcomes.
5. GAI can be used to the extent and under the conditions defined by the teacher at the course level or by the Study Programme Committee (SPC) at the study programme level. Decisions may be taken at the academic unit level for all the study programmes offered by that unit.
6. GAI may be used, to the extent not inconsistent with the provisions of Clause 3, for the following purposes:
  - 6.1. Personalisation of tasks, tutoring;
  - 6.2. Generation of content for analysis, editing, discussion;
  - 6.3. Routine preparatory activities;
  - 6.4. Critical analysis of GAI-generated content and its impact;
  - 6.5. Use of GAI tools in practical activities for simulation;
  - 6.6. Spelling and grammar checking;
  - 6.7. Generation of summaries, text analysis, machine translation, paraphrasing, etc.
  - 6.8. Generation of images, sounds;
  - 6.9. For tasks assigned by the teacher to be completed using GAI;
  - 6.10. Providing insights into or criticism of the text;
  - 6.11. Using a GAI tool as an opponent in debates, etc.
  - 6.12. Other activities in the study process.
7. When using GAI in the study process, it is obligatory to clearly indicate which part is being used and for what purpose, to observe the principles of academic integrity, and to include it in the list of references in accordance with the methodological guidelines for written works approved by the academic units.
8. It is recommended that the academic units and/or study programme committees discuss and evaluate the specifics, advantages, and potential threats of using GAI in the context of the learning achievements and nature of the study fields.
9. It is recommended that the study programme committees initiate a review of the learning outcomes and competences to be acquired in the study programmes and propose changes, considering the development of GAI in all areas while focusing more on higher-level competences.
10. It is recommended that academic units and/or study programme committees adopt guidelines for the use of GAI applicable to the unit or the study field/study programme, which would

provide for a possibility for and/or authorise the teacher to determine the extent to which GAI can be used in the course being taught.

11. It is recommended to encourage responsible experimentation with and use of GAI tools in the study process, provided that they do not replace the study process but rather complement it, while considering the aims of the study course or the study programme/field.
12. Teachers are invited to learn about, analyse, and evaluate existing and available GAI tools and their functionalities as well as to assess the opportunities (and threats) of using such tools in the study process. It is also recommended to expand one's knowledge of how GAI is used in the study field in the latest practices worldwide and to participate in professional development training on GAI practices, use, and similar topics.
13. It is recommended that teachers and heads of study programmes evaluate and rethink the study and assessment methods used in their courses in the light of the development of GAI tools. It is suggested to consider the possibility of incorporating the use of GAI tools to achieve the study aims.
14. It is recommended to avoid using study and assessment methods that do not allow for a proper identification of compliance with the principles of academic integrity, plagiarism, and ethics. It is suggested to evaluate the possibilities and include or modify assessment tasks by formulating them in a way that encourages critical thinking, and to evaluate not only the outcome but also the process. Additionally, it is recommended to expand written assessment tasks by providing the option to supplement them with oral assessment tasks. Assessment tasks can be supplemented with or replaced by open-ended questions that require personal reflection, discussions based on the study material, and real-life examples of application, etc. In cases where it is intended that GAI should be used as a tool in the study course or the study programme, it is recommended that the study process, creativity, the effectiveness of using GAI, critical evaluation of the generated content, and reflection on how studying with GAI tools affects the study process should also be assessed.
15. It is recommended that teachers and/or study programme committees evaluate and establish rules for the use of GAI tools within the scope of study courses:
  - 15.1. When the use of GAI is mandatory (it is important to specify conditions of use and assessment criteria)
  - 15.2. When the use of GAI is recommended or permitted with the teacher's approval (it is important to specify conditions of use and assessment criteria)
  - 15.3. When the use of GAI is restricted.
16. The established rules for GAI use shall be presented in introductory lectures, made available on Moodle, and the key principles shall be specified in the course description. Students shall be clearly informed about the requirements to ensure the ethical use of GAI-generated content, including ethical citation, saving of prompts, interim versions of the assessment task, reflections, and critical evaluation of generated content. It is the student who shall bear full responsibility for the content generated when submitting the assessment materials.
17. It is recommended that students are encouraged to use and select those GAI tools that are free and accessible to everyone.
18. If there is any suspicion of unethical or restricted use of GAI-generated content, it is recommended that the teacher carries out a review and qualitative assessment of the content (citation, consistency of literature sources, absence of embedded GAI hallucination results, etc.). It is recommended that GAI content recognition software available at the University be used and that recommendations and suspicions be critically evaluated.
19. If there is any suspicion of unethical use of GAI, it is suggested that the student should first be asked to provide additional interim versions of the assessment task, a description of the process,

an explanation of the process of finding sources and the use of citation tools, and to comment on the progress of the work. If necessary, it is recommended that an impartial commission be set up to investigate the alleged unethical use of GAI content. If unethical use of GAI is detected, the further process shall be carried out in accordance with VMU Provisions on Prevention of Plagiarism in Student Written Works and VMU Code of Ethics. If there is any suspicion of unethical use of GAI-generated content or non-compliance with the restriction in the final thesis, the thesis shall be evaluated by the Plagiarism Prevention Committee of the academic unit, and the process shall be carried out in accordance with VMU Provisions on Prevention of Plagiarism in Student Written Works and VMU Code of Ethics.

20. When evaluating the use of GAI tools in the study content, it is recommended to take into account potential threats:
  - 20.1. The bias of GAI-generated content and the lack of critical thinking;
  - 20.2. The questionable value of GAI-generated content output;
  - 20.3. The scope of different GAI tools and the potential uneven accessibility of information;
  - 20.4. The inaccuracy of GAI-generated content, the potential for factual errors, “hallucinations,” and unsubstantiated conclusions or assumptions;
  - 20.5. Intellectual property issues when generating content that infringes copyright;
  - 20.6. Ethical use issues, generation of offensive content;
  - 20.7. The development of addiction to GAI tools;
  - 20.8. The use of sources of generated content;
  - 20.9. The risk that irresponsible use of GAI-generated content may reduce critical thinking and creative competences, and encourage superficial studying;
  - 20.10. Different scope of sources and information in GAI tools, the use of obscure sources, reliance on more easily accessible but not necessarily better sources for content generation, etc.
21. It is recommended to support students’ GAI literacy through open dialogue, to help them find ways to use GAI tools ethically, to encourage the use of original ideas and solutions, to regularly discuss GAI-related problems and limitations, to emphasise the importance of academic integrity, etc.
22. Sharing experiences of working with GAI tools with colleagues at the University and openly discussing and experimenting ethically with GAI tools in the study process is highly recommended.