REGULATIONS FOR THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS IN THE STUDY PROCESS AT MYKOLAS ROMERIS UNIVERSITY

1. The Regulations for the Use of Generative Artificial Intelligence Tools in the Study Process of Mykolas Romeris University (hereinafter referred to as the Regulations) establishes general rules for the students and listeners of Mykolas Romeris University (hereinafter referred to as the University) on the use of generative artificial intelligence (hereinafter referred to as generative AI) tools for assignments, academic papers and final theses, and provides guidelines for the lecturers who are to assess the possibilities of the use of generative AI tools for studies and the risks associated with it, as well as for the monitoring, controlling, and ensuring of the academic integrity of the student's use of the AI tools for assignments, academic papers and final thesis preparation.

2. The academic units of the University shall, in accordance with these Regulations, update the methodological requirements for the preparation and defence of final theses. Depending on the specifics of the studies carried out by the academic units of the University, they may set requirements of a stricter nature than those specified in these Regulations.

3. The procedure is based on the following international documents, guidelines and recommendations: the European Commission's *Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators* (2022), the United Nations Educational, Scientific and Cultural Organisation (UNESCO) *Guidance for generative AI in education and research* (2023), and the American Psychological Association's (APA's) *Guidelines on Citation of ChatGPT generated text.* Aiming at a common practice of ethical use of AI tools in higher education institutions, the guidelines of other Lithuanian higher education institutions were also used in the development of the Regulations (Vilnius University Business School *Regulations for the Use of Artificial Intelligence in Academic Papers,* 2023; ISM University of Management and Economics *Guidelines for the Use of Generative AI in Teaching, Learning and Student Evaluation*, 2023; Kaunas University of Technology Library's online publication *How to Cite Sources and Prepare a Reference List. ISO 690:2021*), as well as the Lithuanian Students' Union recommendations to higher education institutions on ensuring academic integrity *(Academic Integrity and Artificial Intelligence: Recommendations*. Lithuanian Students' Union, 2024).

Guidelines for students and listeners

4. Students and listeners (hereafter referred to as students) may use generative AI tools to complete a course assignment only when the teacher allows this option in the assignment formulation.

5. In the preparation of their academic paper or final thesis, students may use generative AI tools (e.g. Open AI ChatGPT, or others) and/or the content generated by them after informing the lecturer or the supervisor of the final thesis.

6. Before using generative AI tools in the preparation of an academic paper or final thesis, students are advised to consult with the course lecturer or the final thesis supervisor about the need for such tools, the choice of the tool, the objectives and the scope of the use of the tool.

7. In the preparation of their academic paper or final thesis, students can use generative AI tools to perform information retrieval, to clarify the complex and intricate content of a problem or task, and to adjust the language or style of a text. The use of specific generative AI tools, the purpose and scope of their use must be stated in the introduction to the academic paper or final thesis.

8. In the preparation of their academic papers or final theses, students may use the content generated by generative AI tools as a supplementary, rather than the main, source of scholarly information, in combination with peer-reviewed, credible scholarly sources.

9. Students must clearly indicate which parts of the content of the submitted work have been generated by the generative AI, and must also indicate (unless this requirement is waived by the subject teacher or the supervisor of the final thesis, depending on the specifics of the subject or the topic of the final thesis) which specific queries have been used (this may be a question, a text, a prompt or a keyword). The above information must be included in the academic paper or final thesis and properly cited (see point 13).

10. If a student uses generative AI tools and submits the content generated by them as his/her own original work, without specifying the purpose for which and what generative AI tools were used, and without indicating the specific part of the work so produced, it may be considered a violation of academic ethics.

11. When working with generative AI tools, it is recommended that students save intermediate versions (drafts) of their academic paper or final thesis at different stages of their work. This will allow students to create a detailed chronological sequence of their work and help to dispel doubts in case there is any reasonable suspicion of academic dishonesty.

12. When using generative AI tools, students must appreciate that the responsibility for the content generated by these tools lies with the user, i.e. the student. Student is responsible for checking the content of the text produced by the generative AI tool and must be able to explain every aspect of the content generated by it. It should be noted that generative AI can generate:
    a. incorrect and misleading information;
    b. copyright infringing content;
    c. content that violates security and confidentiality (inappropriate queries may result in the disclosure of confidential or sensitive data);
    d. offensive, stereotyped and prejudiced content.

13. In the body of the academic paper or final thesis, a student has to present the question (query) (s)he has asked to the generative AI tool and the generated answer:

a.   Example of in-text citation:

   i. Unparaphrased text citation: when ChatGPT was asked "How old is Mykolas Romeris University?", ChatGPT generated the answer "Mykolas Romeris University (MRU) was founded in 1990. This means that in 2023 the university is 33 years old." (OpenAI, 2023).

   ii. Paraphrased citation: when ChatGPT was asked "How old is Mykolas Romeris University?", ChatGPT generated the answer that Mykolas Romeris University is 33 years old (OpenAI, 2023, see Annex 1). When quoting paraphrased text, it is mandatory to put the full text of the answer provided by the generative AI tool in an attachment to the paper in order to have access to the specific text generated. It is particularly important to capture the exact text generated by the generative AI tool, as ChatGPT will generate a unique response in each chat session, even if the same query is made.

   Annex 1. Text generated by ChatGPT. When ChatGPT was asked "How old is Mykolas Romeris University?", ChatGPT generated the answer "Mykolas Romeris University (MRU) was founded in 1990. This means that in 2023 the university is 33 years old."

   iii. When the generative AI tool provides not only the query response but also the source of the generated answer, student must first cite the generative AI tool as the source of the citation and then the source provided by the generative AI tool. Only the generative AI tool is cited in the reference list.

b.   In the reference list:

   i. OpenAI. (2023). ChatGPT (acccessed November 2023) [Large language model]. https://chat.openai.com/chat

Guidelines for academic staff

14. Lecturers have to inform students when, where and according to what criteria generative AI tools can be used in the course. When the aim is to assess a student's knowledge without AI intervention, it is recommended that lecturers design assessment tasks that may be difficult to complete with AI. Lecturers should take into account updates and developments in artificial intelligence when designing and updating assignments (*Academic integrity and artificial intelligence: recommendations*. Lithuanian Students' Union, 2024).

15. Students using generative AI tools to create content for assignments and submitting it as their own original work, as well as copying or paraphrasing content created with generative AI tools without proper citation or informing the lecturer, are in breach of the principle of academic integrity.

16. Possible features of the use of generative AI include:
    a. lack of personal opinion or insight;
    b. common and repetitive language;
    c. failure to provide primary scientific sources or to summarise the main points of the paper independently when asked;
    d. lack of direct in-text citations, inconsistent, non-existent (fictitious) references;
    e. references cited are inconsistent with those in the text;
    f. the list of references provided is not consistent with the content of the text;
    g. the style of citation in the text and in the reference list is inconsistent;
    h. clear differences in the quality of the drafting of parts of the text;
    i. lack of critical thinking: only factual information without analysis or interpretation;
    j. inaccuracies in the text, repetitions, fictional facts, which clearly raise doubts for the lecturer.

The following generative AI usage features are also possible and relevant for the testing of written works in Lithuanian:
    k. the use of unusual synonyms and phrases, as well as atypical use of Lithuanian terms, especially if they are different from those commonly used in Lithuanian literature or language and look like direct translations from English or other languages;
    l. text structure and use of grammatical forms of words uncharacteristic of Lithuanian language, possibly indicating the use of AI tools in translation from English or other languages.

17. If a lecturer, final thesis supervisor, reviewer or member of the qualification commission notices signs of doubt in the student's work, (s)he has to take the following actions:
    a. compare the student's work with its previous versions;
    b. require the student to provide interim versions of the work or other evidence;
    c. invite the student to give an oral defence of the work, asking questions about the process of its preparation, information retrieval, the citation tools used, and to reveal an understanding of the assignment;
    d. give the student the opportunity to explain or demonstrate how (s)he completed the assignment.

18. To facilitate these steps, it is recommended that the lecturer or the final thesis supervisor record (for later reference) any problems in the student's assignment that may lead to suspicions of academic dishonesty (e.g. missing, inaccurate or fictitious references).

19. In the event that concerns about the unethical use of generatie AI-generated content in written work are not resolved, an additional assessment of the work is carried out. In addition, if available, generative AI detection tools recognised in the academic community (e.g. OXSICO, Turnitin, Compilatio, etc.) are used.

20. If, after following the above mentioned steps, a lecturer, final thesis supervisor, reviewer or a member of the qualification commission suspects that a student's thesis has been produced illegally (in violation of the established procedures) using generative AI tools, they should treat

it in the same way as any other suspicion of academic integrity – in accordance with the Procedure for Investigations of Violations of Academic Ethics, Non-performance of Duties or Improper Performance of Duties at MRU, approved by MRU Rector's Order No.1I-90 dated 17 April 2019, notify the dean of the academic unit in an official letter, indicating (if possible) the parts of the work that may have been generated by the generative AI.

21. During the interim or public defence of the final thesis, the qualification commission should ask the student questions about the identified parts of the thesis that may have been produced by generative AI. The qualification commission may also ask the final thesis supervisor for an opinion on the student's work progress and take into account all the circumstances when assessing the final thesis.

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