

APPROVED AT THE MEETING OF THE STUDY COUNCIL

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## **On the Use of Artificial Intelligence at Daugavpils University**

The purpose of this document is to establish guidelines, risks, and recommendations for the use of artificial intelligence (AI) tools in the study process at Daugavpils University (DU), in accordance with the principles of academic integrity, data protection, and ethics.

AI refers to software and hardware systems developed by humans that, given a specific goal, operate in the physical or digital dimension by perceiving the environment through data, interpreting collected structured or unstructured data, forming causal relationships or processing information obtained from these data, and making decisions on the best course of action to achieve the set goal. AI systems can use rules or learn a numerical model, and they can adapt their behaviour by analysing how their previous actions affect the environment (Informative Report “On the Development of Artificial Intelligence Solutions,” 2020).

The implementation of AI systems in education is important for promoting high-quality digital education and training, ensuring that all learners and teachers can acquire and share necessary digital skills and competencies, including media literacy and critical thinking, to actively participate in economic, social, and democratic processes (EU PARLIAMENT AND COUNCIL REGULATION (EU) 2024/1689, 2024).

When delivering a course, instructors may permit or reasonably prohibit the use of AI tools, taking into account the course’s objectives, tasks, and expected learning outcomes. Unauthorized or uncoordinated use of AI tools in the study process is considered the use of an unauthorized aid. The instructor is responsible for integrating AI tools into the study process.

### **Risks associated with the use of AI solutions include:**

- Leakage of personal data or other sensitive or confidential information. To avoid violating data protection requirements, such data must not be provided to AI systems.
- AI-generated content may contain stereotypes, biases, or offensive material. When incorporating AI-generated content into academic work, careful evaluation is required.
- AI-generated information may be inaccurate or erroneous. It is necessary to ensure content reliability, check for factual errors, verify information consistency, and use correct terminology.
- Loss of human skills due to failure to achieve study objectives and learning outcomes when AI is used improperly.

Currently, there is no consensus on the extent to which AI solutions should be regulated without losing the benefits they can provide. Therefore, it is important to establish ethical frameworks to help evaluate AI tools. DU's Code of Ethics emphasizes five general ethical principles: integrity, fairness, confidentiality, respect and collegiality, and responsibility. These principles also apply to the use of AI at DU.

### **Ethical risks for students:**

- If a user does not verify AI-generated content, there is a risk of misleading the audience and spreading views that contradict human dignity and equality.
- Work produced during the study process serves as evidence of a student's knowledge and skills. Concealing information about AI tool usage misleads the instructor regarding the author's knowledge and abilities, resulting in an unfair assessment compared to those acting honestly and disrupting the study process.

When evaluating the use of AI tools, students must ensure that:

- They can take responsibility for all work completed in the study process;
- The use of AI is permitted or prohibited for a specific task/assignment;
- The work/assignment indicates how AI tools were used;
- Any questions, problems, or uncertainties regarding AI use have been discussed with the docent.

### **Ethical risks for academic staff:**

- AI provides opportunities not only for students but also for academic staff in preparing necessary study materials and conducting research. Due to technical limitations, AI-generated content may be incorrect or misleading, posing risks to academic freedom and other values important to society; therefore, AI-generated content must be carefully evaluated. The instructor is responsible for the content and evaluation of the study process.
- Dishonest use of AI in student work complicates achieving study goals and evaluating outcomes.
- If AI usage rules and restrictions are not clearly defined, conflicts regarding fairness and integrity may arise.
- Despite the potential for efficient AI use in organizing the study process, trust between students and academic staff may be reduced.
- AI tools are not equally accessible to all. Therefore, accessibility and needs of different student groups must be considered to prevent situations where AI use increases inequality or discrimination among students.
- If a student is required to use a specific AI tool and the AI provider requests personal information, the student's privacy rights are violated.

When evaluating the use of AI tools, teachers must ensure that:

- Course descriptions specify the principles of AI and other tool usage;

- Principles of AI use are explained at the start of the course and before assessments;
- AI use is indicated in study materials where applicable;
- The requirement to use AI tools does not promote inequality, discrimination, or violation of other rights;
- AI use supports an inclusive study process.

### **Citing AI tools**

It is recommended that certain scientific fields and study programmes establish requirements for AI tool use according to the specifics of the field and course. Using AI-generated content without acknowledging its origin is considered academic dishonesty, similar to plagiarism.

When AI is used to generate content, the citation should reference the AI tool used, whether quoting directly or paraphrasing AI-generated content. In-text citations depend on the specific citation style used in the study programme/course, such as internationally accepted styles (APA, MLA, AMA, Harvard Referencing) or an institutionally developed and adapted style.

### **Examples of AI tool citations:**

| Citation style      | In-text citation                | Reference list                                                                                                                                         |
|---------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| APA (7th edition)   | (Open AI, 2025)                 | ChatGPT (June 2 version) [Large language model]. <a href="https://chat.openai.com/">https://chat.openai.com/</a>                                       |
| MLA (9th edition)   | ("ChatGPT response")            | "ChatGPT response to a prompt about citing AI tools." ChatGPT, OpenAI, 14 Mar. 2023, <a href="https://chat.openai.com/">https://chat.openai.com/</a> . |
| AMA                 | (ChatGPT, OpenAI, June 2, 2025) | ChatGPT. Version 4. OpenAI; 2025. Accessed June 2, 2025. <a href="https://chat.openai.com/">https://chat.openai.com/</a>                               |
| Harvard Referencing | (OpenAI, 2023)                  | OpenAI (2023) ChatGPT [AI language model]. Available at: <a href="https://chat.openai.com/">https://chat.openai.com</a> (Accessed: 2 June 2025).       |

The use of AI in the study process provides opportunities but also entails risks. DU encourages responsible, transparent, and ethical AI use, promoting trust and academic quality.