

APPROVED

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LSU Senate meeting

Minutes No. 10

LITHUANIAN SPORTS UNIVERSITY GUIDELINES ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

I. General provisions

1. **Purpose of the Guidelines.** *Guidelines on the use of Generative Artificial Intelligence Tools* (hereinafter – Guidelines) are intended for the entire community of Lithuanian Sports University (hereinafter – University), i.e. students of all cycles, listeners, research staff, lecturers, administrative and technical staff. The guidelines provide general guidance (key principles) on how generative artificial intelligence should be used in the academic process, research, and other activities carried out in the University. Given that, on the one hand, the rapid development of generative artificial intelligence creates novel and significant opportunities in a variety of fields, including modern science and academia, but it also carries specific risks, the Guidelines seek to ensure that the University’s use of this technology adheres to the academic values and ethical principles of Europe, Lithuania, and the University.

2. **Definition.** Generative artificial intelligence (hereinafter referred to as GenAI) is a type of artificial intelligence technology that automatically generates new content in response to users’ prompts in natural language. The generated content can be presented in various formats: text (written in natural language), images (including photographs, illustrations, etc.), videos, audio recordings (including music), and software code. GenAI uses data from websites, social media chats, and other online sources. It is important to note that GenAI does not understand the real world or social relationships, thus the content it generates cannot be considered entirely reliable, even if its responses seem coherent and meaningful.¹ There are various GenAI tools and platforms currently available, for example ChatGPT, GPT-4, Duet AI, Synthesia, Claude, Dall-E2, Bard, Scribe, AlphaCode, Microsoft Copilot, etc. It is to be expected that the number and accessibility of these tools and platforms will increase in the future.

¹ United Nations Educational, Scientific and Cultural Organization (UNESCO). (2023). *Guidance for generative AI in education and research*. <https://unesdoc.unesco.org/ark:/48223/pf0000386693>

3. The basis of the Guidelines. The Guidelines are prepared in accordance with the *Guidelines on the Ethical Use of Artificial Intelligence in Education and Research* (Office of the Ombudsperson for Academic Ethics and Procedures, 2024),² *Guidance for Generative AI in Education and Research* (UNESCO, 2023),³ *Recommendation on the Ethics of Artificial Intelligence* (UNESCO, 2022),⁴ *Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators* (European Commission, 2022).⁵ Furthermore, the Guidelines follow the recommendations on academic integrity and artificial intelligence (Lithuanian National Union of Students, 2024).⁶

II. The main principles

4. Correctness of prompts. The content generated by GenAI depends not only on the databases and data processing (machine learning) algorithms used by GenAI, but also on the prompt submitted by the user. Therefore, to ensure the effective use of the technology in their studies, research, and other tasks, the users should follow these recommendations for formulating prompts:

- a) use simple, clear, and easy-to-understand language. Avoid complex or ambiguous phrasing;
- b) give examples that would help illustrate the answer you are looking for;
- c) include context essential for generating an accurate and informative response;
- d) rewrite (expand, refine) the prompt; try out different versions of it;
- e) act in compliance with ethical norms. Avoid questions to which GenAI might provide prejudiced or derogatory, or other inappropriate responses.

5. Critical thinking. Content generated by GenAI may not only be inaccurate but also based on stereotypes and biased opinions. Therefore, it is essential to evaluate such content critically and verify its reliability using other available sources. GenAI technology can help people perform

² Office of the Ombudsperson for Academic Ethics and Procedures. (2024). *Dirbtinio intelekto etiško naudojimo mokslo ir studijų procese gairės* [Guidelines on the ethical use of artificial intelligence in education and research]. <https://e-tar.lt/portal/lt/legalAct/56254af0061111efbcbfb318996800a8>

³ United Nations Educational, Scientific and Cultural Organization (UNESCO). (2023). *Guidance for generative AI in education and research*. <https://unesdoc.unesco.org/ark:/48223/pf0000386693>

⁴ United Nations Educational, Scientific and Cultural Organization (UNESCO). (2022). *Recommendation on the ethics of artificial intelligence*. <https://unesdoc.unesco.org/ark:/48223/pf0000381137>

⁵ European Commission. (2022). *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*. <https://op.europa.eu/en/publication-detail/-/publication/d81a0d54-5348-11ed-92ed-01aa75ed71a1>

⁶ Lithuanian National Union of Students. (2024). *Akademinis sąžiningumas ir dirbtinis intelektas. Rekomendacijos* [Recommendations on academic integrity and artificial intelligence]. <https://www.lss.lt/wp-content/uploads/2024/01/akademinis-saziningumas-ir-dirbtinis-intelektas-rekomendacijos-1.pdf>

various tasks, but it cannot replace the human input. Therefore, the use of this technology should be human-centred and promote the (self-)development of human cognitive abilities.

6. User responsibility. GenAI is merely an operational tool, not an entity responsible for the results (consequences) of its actions. GenAI cannot be considered the author of the generated content; therefore, in cases where such content is published, disseminated, or shared with others (for example, when performing academic or other tasks), the user who submitted the prompt is fully accountable for the compliance of such content with legal and ethical norms. The user bears full responsibility even when the content generated by GenAI constitutes only a portion of the material being published or disseminated.

7. Integrity and transparency. Content generated by GenAI is not considered an independent creation of the user who submitted the prompt. Thus, if the content generated by GenAI in response to a user's prompt (in whole or in part) is published, disseminated, or shared with other persons, the use of GenAI must be disclosed. This means that it must be clearly indicated which part of the publication, report, paper, or similar document was generated by GenAI. When providing information about the use of GenAI, it is recommended to follow the American Psychological Association's (APA) guidelines for citing content generated by GenAI.^{7,8} Academic papers shall include the following information:

- a) the purpose of GenAI use in the paper (assignment);
- b) the specific GenAI tool/platform used (giving the exact version, if available);
- c) the prompt(s) given to generate the content used;
- d) the content generated in response to the user's prompt(s) (this information may be provided as an appendix).

8. Zero-tolerance policy regarding plagiarism. GenAI technology can help users creatively perform a variety of tasks. However, it is not permitted to use GenAI for plagiarism, e.g. rephrasing someone else's ideas and presenting them as one's own. Plagiarism committed using GenAI constitutes a violation of academic ethics. To prevent such a violation, it is important to pay attention to the following indicators of GenAI usage in texts written in natural language:

⁷ American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://apastyle.apa.org/products/publication-manual-7th-edition>

⁸ McAdoo, T. (2024, February 23). *How to cite ChatGPT*. American Psychological Association. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

- a) the text is general in nature (lacking in detail, quotations, etc.), contains linguistic errors, and different sections of the text vary in style and quality;
- b) the text lacks a clear expression of the author's perspective (analysis, reflection); when questioned, the person claiming to be the author of the text is unable to elaborate on the ideas, arguments, etc., presented in the text;
- c) the text contains factual errors and fabricated facts (hallucinations);
- d) the style of the references to sources in the text and/or the style of the bibliography is inconsistent; the text cites and/or the bibliography lists sources that do not exist.

9. **Awareness.** The community of the University must be informed on which GenAI tools or platforms are recommended for use (i.e. which GenAI tools or platforms are considered most reliable), the procedures for using GenAI, and which uses of GenAI are inappropriate, i.e. considered violations. The procedures for identifying such violations and the penalties imposed when violations are identified must be made public. Regarding the use of GenAI in the academic process, it is important that the University's module coordinators provide students and listeners in advance with all necessary information for the use of GenAI in the module (when presenting study material, assignment requirements, assessment criteria, etc.). The ethical use of GenAI in research shall be overseen by the research ethics committees.

10. **Appropriateness.** GenAI may allow for the diversification of academic activities, the development of novel and relevant research areas, etc. However, the use of this technology should not be considered an end in itself or self-evident. In research, studies, and other University activities, GenAI technology shall only be used after clearly assessing its benefits and risks, and after preparing risk management measures and criteria for evaluating the generated content.

11. **Human welfare.** The use of GenAI, like that of any other AI technology, does not in itself guarantee human wellbeing. When using GenAI, it is essential to avoid any harm to people, human rights and freedoms, communities, society, and the environment. The publication, dissemination, or sharing with others of any content generated by GenAI that demeans or discriminates against individuals or groups of people, incites discord on racial, ethnic, political, professional, gender, or any other grounds, or violates the principles of democracy is prohibited.

12. **Security and open science.** The use of GenAI technology in studies, research, and other University activities must not violate the University's data privacy protection policies. GenAI tools and platforms must not be granted access to any confidential data belonging to members of the University community or to any confidential University documents. When sharing research data

in an open science cloud, it is essential to assess the risks associated with GenAI having access to this data.

13. **Fairness.** All members of the University community shall be guaranteed equal access to GenAI tools and platforms. The members shall also bear equal responsibility for the inappropriate use of GenAI technology.

III. Final provisions

14. It is recommended that the University's governing bodies and departments revise their internal documents governing research, studies, and other related activities (codes, regulations, guidelines, methodological requirements, etc.) to specify the requirements for using GenAI. If necessary, these requirements may be stricter than those specified in the Guidelines.

15. It is recommended that the competencies of members of the University community be continuously developed so that the use of GenAI enables the achievement of the highest academic and research outcomes and greater efficiency in the University's activities.

16. In light of advances in GenAI technology and any recent relevant challenges, the Guidelines may be revised.

Chairman of the Senate

V. Bružas

Secretary of the Senate

K. Bradauskienė