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**VILNIUS UNIVERSITY FACULTY OF PHILOLOGY
GUIDELINES ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE**

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1. Purpose of the Guidelines

These Guidelines on the use of Generative Artificial Intelligence (hereinafter: GenAI) at the Faculty of Philology of Vilnius University (hereinafter: VU) are intended for teaching staff and students of the Faculty of Philology. Their aim is to ensure the appropriate and ethical use of GenAI in academic activities. The Guidelines are advisory in nature.

The Guidelines have been prepared in accordance with the [Guidelines for the Ethical Use of Artificial Intelligence in Research and Studies](#) approved by the Office of the Ombudsperson for Academic Ethics and Procedures of the Republic of Lithuania, the [Guidelines on Artificial Intelligence Usage at Vilnius University](#), the [Code of Academic Ethics of Vilnius University](#), the [Statute of Vilnius University](#), the [Vilnius University Plan for the Prevention of Academic Ethics Violations for 2026-2028 \(VUAEP PP\)](#), the [Russell Group principles for the use of AI](#), the OECD, UNESCO and MLA guidelines on the use of AI, academic literature and examples of good practice from universities abroad. These Guidelines do not replace any of the aforementioned VU documents; rather, they supplement them. The Guidelines define the respective responsibilities, rights and obligations of teaching staff and students; emphasise responsibility for the final output; and set out rules for ethical conduct and data protection. The Guidelines aim to ensure that teaching staff and students who use Artificial Intelligence (hereinafter: AI) understand the nature of AI and are able to critically evaluate AI and its relationship to their own work.

As stated in the Russell Group document¹, when integrated into education, GenAI has the potential to substantially improve teaching practice and students' learning experience, help students acquire skills needed for their future professional activities, and open up opportunities for teaching staff to develop innovative teaching methods. However, as the same document notes, all stakeholders must also be aware of the potential problems that may arise when GenAI is applied in educational processes, including issues related to privacy and data protection, biased interpretation of information, ethics, plagiarism, etc. The UNESCO document² emphasises that educational activities must follow a human-centred approach, i.e. promote and develop human capabilities and ensure effective human-machine collaboration in life, learning and work.

2. Key terms used in the Guidelines

The following key terms are used in these Guidelines:

Bachelor's thesis: an independently prepared research paper written in consultation with the thesis supervisor. It shows the student's ability to conduct humanities-based research, including philological or interdisciplinary research, that meets the requirements of first-cycle studies.

CEFR: the Common European Framework of Reference for Languages: Learning, teaching, assessment (Council of Europe 2001). This document follows the later version [Common](#)

¹ Russell Group Principles on the Use of generative AI in education.
<https://www.russellgroup.ac.uk/sites/default/files/2025-01/Russell%20Group%20principles%20on%20generative%20AI%20in%20education.pdf>.

² Guidance for generative AI in education and research – UNESCO Digital Library.
<https://unesdoc.unesco.org/ark:/48223/pf0000386693>.

Artificial intelligence (AI): systems capable of performing tasks that require human intelligence. These include, but are not limited to, language understanding, learning, problem solving and decision-making.

AI assistant: an AI system that uses stored context (history) to help perform a sequence of tasks.

Generative artificial intelligence (GenAI): a technology that generates new content in various formats: texts written in natural language, images (photographs, digital drawings, etc.), videos, music, etc.

Master's thesis: an independently prepared research paper written in consultation with the thesis supervisor. It shows the student's ability to conduct humanities-based research, including philological or interdisciplinary research, that meets the requirements of second-cycle studies.

Written assignment: a semester paper, research paper or final project (examination) in a minor field of study prepared by a student during their studies.

Individualised study plan: arrangements for adapting the study process for students whose disability or temporary health condition gives rise to individual study-related needs.

3. Opportunities and applications of GenAI

In higher education, GenAI opens up many opportunities: it can explain complex concepts, help students prepare for assessments by generating revision tasks of the type specified in the prompt, help create personalised learning materials adapted for students with disabilities, differentiate such materials according to students' language levels, create role-play activities and simulations, and be used for assessment and feedback (see Perkins et al. 2024). When used appropriately as a feedback tool, GenAI can be especially helpful when students are producing texts in a foreign language: identifying and explaining grammatical and stylistic errors; providing comments and suggestions on cohesion, structure, argumentation, genre features, etc. (Hyland 2026); and helping students improve and raise the quality of their work. GenAI can function as a personal teaching and learning assistant: in this sense, it reduces the workload for teaching staff and provides students with individual consultation opportunities that are not limited by time or duration.

4. Risk factors

When using GenAI in studies, it is important to assess not only the opportunities these technologies offer but also the associated risks. For instance, frequent and uncritical use of GenAI may weaken cognitive abilities and negatively affect brain activity (Kosmyna et al. 2025). The learning process is inevitably linked to cognitive activity: cognitive outsourcing it to GenAI may increase productivity in the short term, but over time, it may prevent students from achieving the intended learning outcomes (Chase, Galvin 2026). GenAI can generate any type of content within minutes, which may reduce students' motivation and negatively affect critical thinking skills (Fan et al. 2025). In addition, when GenAI is used intensively and uncritically to

generate texts, their originality diminishes, students lose authorial ownership of the work, and the ability to remember or explain their own submitted texts deteriorates (Kosmyna et al. 2025).

Another group of risk factors is related to the fact that, when defining policies and rules for GenAI use at the institutional level or at the level of individual course units, too much emphasis is placed on identifying GenAI-generated content. First, GenAI detectors are unreliable (Perkins et al. 2025; Atamhenwan 2026), and therefore cannot be used as evidence of a breach of academic ethics. Second, an absolute ban on the use of GenAI is incompatible with the principles of authentic assessment, that is, assessment oriented towards the application of acquired skills under conditions that reflect real-life or professional contexts (Dawson et al. 2024). GenAI is already being used to perform work tasks: gathering information, generating ideas, organising data, looking for solutions to problems, creating texts and other digital content, etc. Third, requirements to declare GenAI use when completing tasks or submitting written assignments can be counterproductive: students tend not to disclose that they have used GenAI because they fear that this will negatively affect their assessment (Corbin et al. 2025).

Considering the opportunities that GenAI opens up in education (Zhu et al. 2025; OECD 2026), and the fact that the ability to use AI technologies is an important competence for the future labour market (WEF 2025), it is not advisable to prohibit the use of GenAI completely during studies. Rather, taking into account both opportunities and risks, it is recommended to integrate GenAI into the teaching and learning process, developing a conscious attitude among teaching staff and students towards these technologies and the ability to use them. It is important that the cognitive activity linked to the skills developed by a specific course unit or task is not outsourced to GenAI. Recommendations for students and teaching staff are provided in the following sections.

5. Ethical aspects of GenAI use

GenAI solutions and their application must be compatible with democratic values, freedom of expression and the principles of an open society. GenAI technologies must be used in a way that ensures the protection of human rights and freedoms, respects human dignity, ensures transparency and maintains human agency in decision-making. Users should avoid prompts likely to generate inappropriate, biased or harmful content. GenAI systems must be used in a way that avoids harm to people, the environment and ecosystems. When using GenAI, it is also important to preserve critical thinking, freedom of thought and the values of academic ethics.

GenAI technologies must be accessible to all participants in the study and research process, without discrimination on the grounds of gender, race or social or economic status and taking individual needs into account. At the time of writing these Guidelines, VU ensures access on equal terms to Microsoft Copilot. GenAI and GenAI-generated outputs must be used in accordance with the principles of academic ethics. It is unethical to present a GenAI-generated output as one's own (for instance, in bachelor's or master's theses or written assignments) without indicating that it was generated by GenAI. It is also unethical to present a scholarly text (article or written assignment) translated from one language into another by GenAI as one's own original work in the target language, without indicating that the translation was performed by GenAI.

Unethical use of GenAI outputs is treated as a breach of academic integrity. At VU, issues concerning breaches of academic ethics are addressed by the Academic Ethics Committee. If an educator suspects a possible breach of academic ethics, the educator should prepare a free-form official report and submit it, together with the factual material supporting the report, to the Dean of the Faculty and to the Chair of the Academic Ethics Committee.

6. Data security

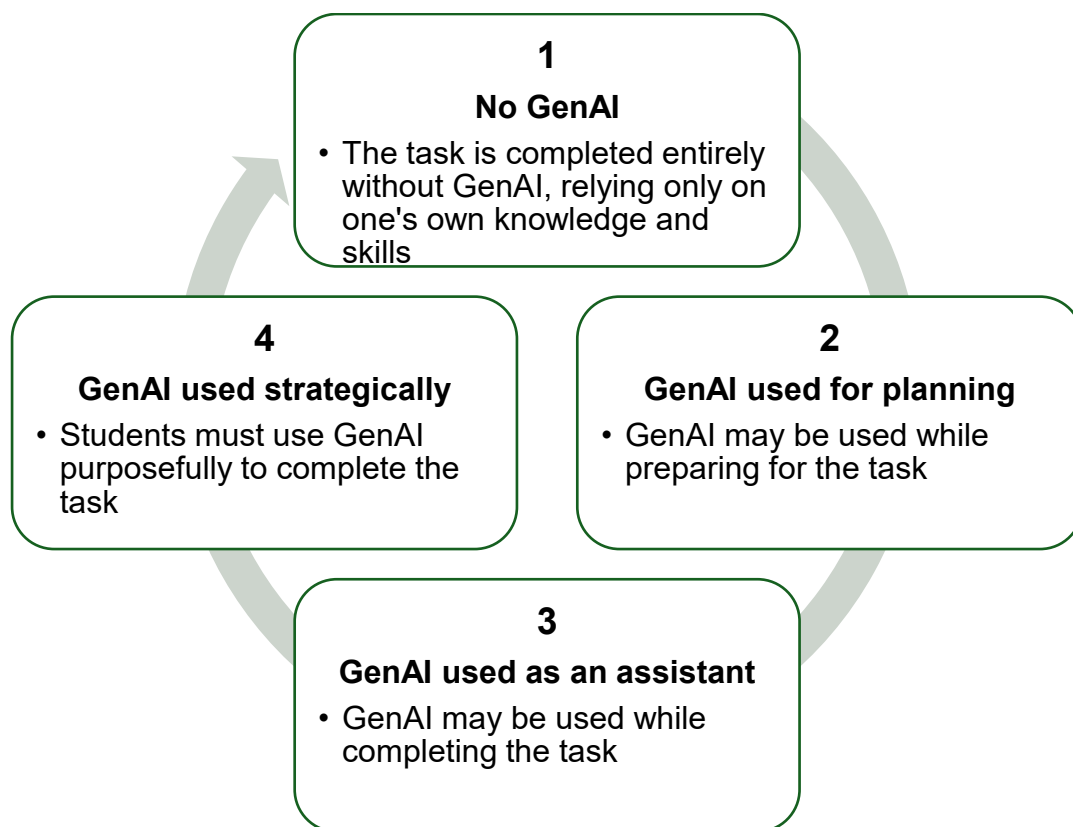
GenAI models do not guarantee data security; therefore, data may be disclosed to, or accessed by, third parties. To avoid compromising data security or infringing intellectual property rights, confidential data and/or information must not be uploaded to GenAI models, including, but not limited to, personal data, third-party data or other sensitive information, and unpublished research data. Researchers and students analysing confidential or sensitive information must ensure that these data are not processed by GenAI tools. If questions arise about the reliability of a GenAI model, it is recommended to consult the [VU Information Technology Services Centre](#). At the time of preparing these Guidelines, the version of Copilot used at VU, when accessed with a VU account, operates in an organisationally protected environment, which means student data can be processed securely in Copilot.

When working with GenAI, the following principles of data use apply (Preidys 2026):

- Public data (publicly accessible articles, open documents, etc.) may be used when working with any GenAI.
- Personal data that are not highly sensitive (names, surnames, email addresses, grades and assessment results, content of internal communications) may be used only in the organisation's secure environment - Microsoft 365 Copilot, accessed with a VU account and with access control applied.
- Secret (confidential) internal data (unpublished research data, financial or personnel documents, contracts and other legal documents, etc.) may be used only in locally run GenAI, with infrastructure control and access segmentation applied.
- Trade secrets and highly sensitive data (undisclosed technologies, patentable ideas, confidential agreements, critical security data, etc.) must not be used in any GenAI.

7. Principles of GenAI use in the study process

The model of GenAI use in the educational process presented here is based on the AI Assessment Scale (AIAS) proposed by Perkins et al. (2025) – the second, revised and refined version – and adapted to the needs of the Faculty of Philology.



Explanatory notes

1	The task is completed entirely without using GenAI, under controlled conditions (e.g. in the classroom). When completing the task, students may rely only on their own acquired knowledge and skills, thereby demonstrating that they have achieved the learning outcomes set out in the course unit description. Examples include oral assessments, tasks, tests and other written assessments in the classroom, a discussion or debate in the classroom, and individual defence of a piece of work or project.
2	GenAI is used while preparing to complete the task: to generate ideas; plan the stages and structure of a project or written assignment; identify possible risks; formulate or narrow the topic; formulate a research question; search for scholarly literature; and anticipate possible questions for a discussion, defence, etc. However, students must demonstrate what their initial ideas were and how they further developed, clarified, etc. those ideas. They may be required to submit the prompts used (a transcript of the conversation with GenAI), the initial and final plans, a brief reflection on which GenAI suggestions were used and why, which were rejected and why, and a reflection on how GenAI helped or did not help them prepare for the task.
3	GenAI may be used while the task is being completed. These tasks aim to develop students' ability to integrate GenAI-generated content with their own insights. GenAI is not only a preparation tool - it may be used while completing the task, but the student assumes full responsibility for the final result. GenAI may be used to generate ideas, search for scholarly literature, edit a prepared text (GenAI acts as a language editor), organise the reference list,

	translate short texts and edit translations, create visualisations (schemes, diagrams, illustrations, etc.), and systematise research data. GenAI may also be used to search for definitions of concepts and clarify complex concepts; to help prepare certain parts of a project or written assignment, for example a literature review; to organise the structure of the work and format it (including style, font, text layout, etc.); and to obtain feedback (GenAI acts as a reviewer). Students must critically evaluate and modify GenAI-generated outputs, thereby demonstrating subject-specific knowledge and skills, as well as the ability to argue, analyse and justify the decisions made. They may be required to submit the prompts used (a transcript of the conversation with GenAI), a GenAI-use declaration (which GenAI tools were used and for what purpose), and a reflection (what content generated by GenAI they used, changed, supplemented or rejected and why; how and in which sources they checked the accuracy of the information; etc.).
4	Use GenAI strategically to achieve the learning outcomes set out in the course unit description: tasks of this type aim to develop students' ability to use GenAI critically and purposefully while demonstrating critical thinking and subject-specific knowledge. GenAI is a deliberately chosen tool for completing the task. Such tasks may, for instance, simulate the solving of real-life problems: translation, editing and post-editing; purposeful text creation using GenAI tools for a specific audience and purpose; and creation of the final product (output) using GenAI. Tasks of this type assess not only the final product but also the student's ability to formulate prompts, evaluate the quality of generated content, identify errors and justify the decisions made. Students may be required to submit the prompts used (a transcript of the conversation with GenAI), the reasons for the decisions made, a comparison of the intermediate GenAI-generated product and the final product, and a reflection on how GenAI affected the workflow and the result.

The more freedom students are given to use GenAI, the more clearly it should be specified what they must declare, how they must demonstrate their personal contribution, and what criteria will be used to assess both the final product and the process.

8. Recommendations for teaching staff

8.1. GenAI use when developing course content

- 8.1.1. Assess how and to what extent GenAI may be used in the course unit you currently teach or plan to teach. You can use the model presented in Section 7. Include the relevant information in the course unit description. You can formulate rules on GenAI use together with students. Consider whether and how you will be able to verify and prove that the rules were not followed. Also, define the consequences of not following these rules. If GenAI may not be used in your course unit, or may be used only for certain tasks, include this in the course unit description, also indicating what steps will be taken if the provisions on GenAI use are breached.
- 8.1.2. Discuss GenAI with students, including the opportunities it offers and the risks it poses. You can use the self-reflection questions provided in Appendix No. 3. You

can also use the scenarios provided in Appendix A of the [MLA guidelines on the use of AI](#).

- 8.1.3. If you are developing a new course unit, GenAI can help systematise and integrate learning outcomes, methods and forms of assessment, as well as suggest ideas for assessments, assessment criteria, content, etc.
- 8.1.4. You can use GenAI to prepare teaching materials: generate exercises, examples, illustrations, videos, tasks, presentation materials, etc. This is especially relevant in language teaching, when seeking to diversify and supplement the teaching materials and textbooks used. However, always critically evaluate the generated output.
- 8.1.5. If necessary, you can use GenAI to adapt and/or individualise teaching content: simplify texts, tasks, etc. (e.g. from C1 to B1 according to the CEFR), and present them in various formats (text, audio, video, diagrams, infographics, etc.). This is especially relevant if you have students for whom the study process is adapted under an individualised study plan.
- 8.1.6. You can integrate GenAI into the teaching and learning process, including by developing students' ability to critically evaluate generated output on the basis of subject-specific knowledge, verify information in alternative sources, compare generated texts with their own, etc.
- 8.1.7. Include the development of the ability to write detailed prompts in the teaching and learning process: formulating a good prompt requires subject-specific knowledge and develops critical (reflective) thinking, a creative approach, precise and clear expression of thought, the ability to anticipate (predict) the result, and other subject-specific and transferable competences.
- 8.1.8. As technologies become increasingly pervasive in almost all areas of life, the importance of human qualities that machines cannot replace grows: empathy, ethics, critical thinking, authentic creativity and emotional intelligence. Consider including group work, reflection and other formative assessment strategies in your teaching methods. GenAI can also be integrated into group work – as a partner for discussion, testing assumptions and creative challenges.

8.2. GenAI use in assessing assignments

- 8.2.1. If you see that assessment methods used so far have become unsuitable for measuring the learning outcomes of the course unit (module) in light of GenAI developments, first consider possible alternative methods and forms of assessing student performance.
- 8.2.2. Critically evaluate the authenticity of the assessment task, i.e. its links with real-life situations: the more authentic the task, the less likely students are to behave dishonestly (Sotiriadou et al. 2020).
- 8.2.3. Before assigning an assessment task to be completed outside controlled conditions, carry out the so-called “ChatGPT test”: if GenAI generates a sufficiently good result when the task wording is submitted as a prompt, the task needs to be changed.

- 8.2.4. Consider the possibility of oral assessments. In this regard, however, it is important to take the composition of the group into account: if the group includes students with dyslexia, glossophobia or other individual needs arising from disability or temporary health impairment, offer alternative forms of assessment. When offering them, ensure equal and fair conditions for all students as far as possible.
- 8.2.5. Since writing under controlled conditions (in the classroom) is not a suitable solution for creating longer texts that require substantial preparation, and since the limited writing time (1.5 hours) disadvantages students who need more time to organise their thoughts, consider mixed forms of assessment: an independently prepared written assignment (a longer essay, term paper, report, etc.) and an oral component, such as a discussion, mini-defence, student mini-conference, etc.
- 8.2.6. When organising assessments in the VLE (Moodle environment), ensure control: use Veyon installed on the computers in Faculty of Philology classrooms or similar software.
- 8.2.7. Include unique elements in the assessment (field trips, visits, practical seminar activities, guest lectures, etc.) GenAI is unlikely to have information about.
- 8.2.8. Consider moving towards assessment of the process, and not only the product (output): for instance, include writing-reflection tasks, such as reflection on GenAI use (reflection journals, comments supported by concrete evidence such as transcripts of conversations with GenAI, etc.). Also assess the ability to justify decisions, analyse and correct one's own errors, etc.
- 8.2.9. For routine assessment tasks, you can create a personal AI assistant, for instance, a specialised Copilot Agent. This requires defining its function and specifying assessment criteria and assessment steps as precisely and clearly as possible. A GenAI assistant can support the assessment of written assignments, essays, etc., but it cannot replace human assessment.
- 8.2.10. If you suspect that, during an assessment, a student used GenAI in breach of the assessment rules set out in the course unit description, contact the Academic Ethics Committee about a potential breach. This requires preparing a free-form official report and submitting it, together with the factual material supporting the report, to the Dean of the Faculty of Philology and the Chair of the Academic Ethics Committee.

8.3. GenAI use in research

- 8.3.1. Always check GenAI-generated citations and references to sources, as they may contain inaccuracies and errors.
- 8.3.2. Specialised GenAI tools (e.g. Julius AI, Kaggle) or GenAI plugins integrated into relevant programs (e.g. Excel), such as Copilot or ChatGPT, can help carry out quantitative and qualitative data analysis.
- 8.3.3. GenAI can be used to search for scholarly literature. Specialised GenAI tools, such as Scispace, Jenni AI, etc., are particularly useful for this purpose.
- 8.3.4. GenAI can function as a personal research assistant – helping with literature review, analysis and synthesis, identifying research gaps, organising collected data, etc.

When creating your own assistant, it is important to choose one main function and clearly define its role and operating rules. Examples of assistants include Copilot Agents, ChatGPT GPTs, Gemini Gems, etc.

- 8.3.5. Declare GenAI use in preparing a scholarly text in accordance with the requirements of the particular journal or publisher.
- 8.3.6. To avoid violating data security and intellectual property rights, confidential data and/or information must not be uploaded to GenAI models. When analysing confidential or sensitive information, it is mandatory to ensure that these data are not processed by GenAI tools.

9. Recommendations for students

Where permitted, GenAI may be used as a supporting learning tool, not as a substitute for independent study. Submitted assignments must reflect academic preparation, critical thinking, and individual abilities.

Before using GenAI to complete a task, it is always recommended to clarify with the course instructor what forms of GenAI use are permitted and prohibited, what the rules are, and what the consequences of breaching those rules are. If in doubt, always ask the course instructor first.

9.1. GenAI use when preparing for seminars and for independent study

- 9.1.1. GenAI can explain complex concepts, simplify and summarise information, create visualisations (infographics) and help organise your notes.
- 9.1.2. When using GenAI, always follow the principle “Whoever does the thinking gets the learning”³: GenAI supports learning only when it is used primarily as an instructor/tutor and as a provider of feedback.
- 9.1.3. Do not trust GenAI-generated answers blindly – always check the information against other reliable sources. If GenAI provides links, open them and make sure that the generated information matches the information at the linked source.

9.2. GenAI use when preparing for course assessments

- 9.2.1. If you explain the assessment format and requirements to GenAI, it can generate mock test questions and tasks.
- 9.2.2. GenAI can help prepare presentations (especially their visual design), but it is important that the content of the presentation is your own original work.
- 9.2.3. When preparing a slide presentation (for example, PowerPoint), integrated [Speaker Coach](#) and similar tools can help you rehearse your presentation, i.e. provide feedback on language use, speaking pace, etc.

9.3. GenAI use when preparing a written assignment or bachelor's or master's thesis

- 9.3.1. Writing is a form of analytical and critical thinking, so it is very important to ensure that you remain the true author of the work. Always start with your own ideas and

³ Peps McCrea. <https://snacks.pepsmccrea.com/p/cognitive-outsourcing>.

thoughts: make an outline, draft the first version, and only then use GenAI to obtain feedback. When using GenAI as a language editor, ask it to correct only grammar, not to rewrite the text, because this will preserve your own style.

- 9.3.2. Always check GenAI-generated citations and references to sources, as they may contain inaccuracies and errors.
- 9.3.3. If you use GenAI to search for information in articles or to generate article summaries, always read the article itself to make sure that the generated information contains no errors.
- 9.3.4. Copilot integrated into Word and other Microsoft Office 365 programs can function as a language editor and as a reviewer or critical reader of a written assignment or bachelor's or master's thesis, indicating weaknesses and suggesting improvements.
- 9.3.5. See Appendix No. 2 for a model for preparing a written assignment and a bachelor's or master's thesis using GenAI.
- 9.3.6. If you used GenAI while writing a written assignment or bachelor's or master's thesis, you must clearly indicate this in the text or in the GenAI-use declaration, a sample of which can be found in Appendix No. 1. GenAI use does not need to be declared if you used it only to correct grammar and style, to find scholarly literature, or to obtain feedback.
- 9.3.7. When using GenAI-generated text or a paraphrase of it, such content should be indicated and cited in a way analogous to a text by another author. In cases where only part of a longer GenAI response to a prompt is used in the work, the full generated text must be included in the appendices to the paper. The full generated text is important because GenAI generates unique answers each time; therefore, even if the same prompt is submitted again, the text generated will be different. In such a case, it is sufficient to refer in the text to the full text included in the appendix and to describe it in general terms. The use of content created by GenAI must also be described in the reference list: indicate the organisation that created the tool, the date the text was created, the name of the tool and the website address. Written assignments and theses at the Faculty of Philology use Chicago, Harvard, APA or other styles recommended by the study programme. An [automatic reference-list entry or in-text citation generator](#) may also be used.

10. Final provisions

The Guidelines are reviewed and updated on an ongoing basis. This process is initiated as needed by the Faculty of Philology Office of Studies. To review and update the Guidelines, the Board of Studies forms a working group.

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Appendix No. 1. GenAI-use declaration

Declaration on the use of Generative Artificial Intelligence (GenAI) and
GenAI-based technologies in the preparation of this paper*

In preparing this paper, the author(s) used [*insert the name of the GenAI tool or service*] for [*insert purpose*]. After using this tool/service, the author(s) reviewed, critically evaluated and, where necessary, amended the content. The author(s) accept full responsibility for the submitted paper.

* *The declaration does not need to be completed if you used GenAI for basic functions, such as checking grammar, spelling or the reference list, or as a feedback or review tool.*

Appendix No. 2. Model for preparing a written assignment using GenAI

The human-AI writing loop: An example model

Getting started: Make sure you understand the assignment and the acceptable AI use policy. If AI is allowed by your professor, determine which specific writing stages will benefit most from AI assistance.

Your role

1 Gather information and create an outline. Compose a detailed prompt asking AI to **brainstorm** three alternate approaches aligned with your outline. Submit the prompt to multiple AIs.

3 Use what you know and combine with the best alternate approaches from AI to write your own **first draft**. Ask multiple AI platforms for a detailed **critique** of your draft and suggestions for improvement.

5 Critique and challenge the AI suggestions. Verify all information. **Revise** sections, ask for more feedback as necessary and ask for corrections in spelling, punctuation and grammar.

7 Ensure that the final paper is in your voice, represents **your own ideas** and meets the requirements of the assignment. Ensure that you have clearly attributed the use of AI in all phases of the paper's development.

AI's role

2 Based on the writer's prompt generate three alternate approaches aligned with the outline.

4 Generate a detailed critique of the writer's first draft, suggest missing concepts and correct factual errors or lapses in logic.

6 Generate suggestions for correcting spelling, punctuation, grammar and citations.

Source: Anderson et al. 2025.

Appendix No. 3. Reflection on GenAI use

These questions can be used to discuss GenAI use, support reflection and learning monitoring after a task for which GenAI was used either in preparation or during completion, as self-assessment criteria (in formative assessment), etc.

Area	Questions for students
Nature of GenAI use: general reflection	1. How can GenAI help me as a student? 2. When does that help turn into co-authorship? 3. When does co-authorship turn into cognitive offloading? 4. When does cognitive offloading become proxy performance, where GenAI does all the intellectual work for me?
Impact on learning	1. When I use GenAI, does it encourage me to learn more actively, or, on the contrary, does it demotivate me and encourage me to make less effort? Why? 2. Does GenAI help me better understand the topic, concepts and theories? 3. Does GenAI help me pursue quality and improve? 4. When is GenAI genuinely useful, and when does it hinder rather than help? 5. What knowledge and skills do I still lack in order to use GenAI effectively, critically and responsibly?
Thinking ownership	1. Did I try to complete the task independently first and use GenAI only for feedback? 2. Can I explain all my answers and answer questions without relying on GenAI? 3. Will I be able to complete a similar task if GenAI is not available? 4. Did GenAI help me better understand the topic and acquire new knowledge and skills, or did it only speed up the creation of the final product?
Quality of the generated output	1. Am I sure that the generated answer is correct? 2. Have I checked whether the generated answer is correct? If so, in which sources? 3. Did GenAI provide sources? Have I checked whether these sources are real, appropriate and used accurately? 4. Do I have sufficient subject-specific knowledge to evaluate the quality of the generated answer (content)? If not, what sources or whose additional help could support me in this respect?
Ethical aspects	1. Before using GenAI, did I read the privacy policy of the company or organisation that operates this GenAI? 2. Do I understand for what purpose and in what way the information I provide during a conversation with GenAI is used? 3. Did the data and information I provided during the GenAI conversation include sensitive data? Did I have the right to provide these data to GenAI?

	4. Did I use GenAI ethically with regard to other students, the teacher, research participants or other persons?
Communication	1. Do I use GenAI when writing emails and messages? If so, for what purpose? 2. Did GenAI help me formulate the message more clearly, politely, accurately or in a more appropriate style? 3. Before sending a message prepared with the help of GenAI, did I check whether it accurately conveys my meaning? 4. Would I be able to formulate the same message independently without GenAI help?

Appendix No. 4. Decision tree for designing GenAI-resistant assessment tasks



Diagram generated using ChatGPT 5.5.

Appendix No. 5. Decision tree for setting rules on GenAI use

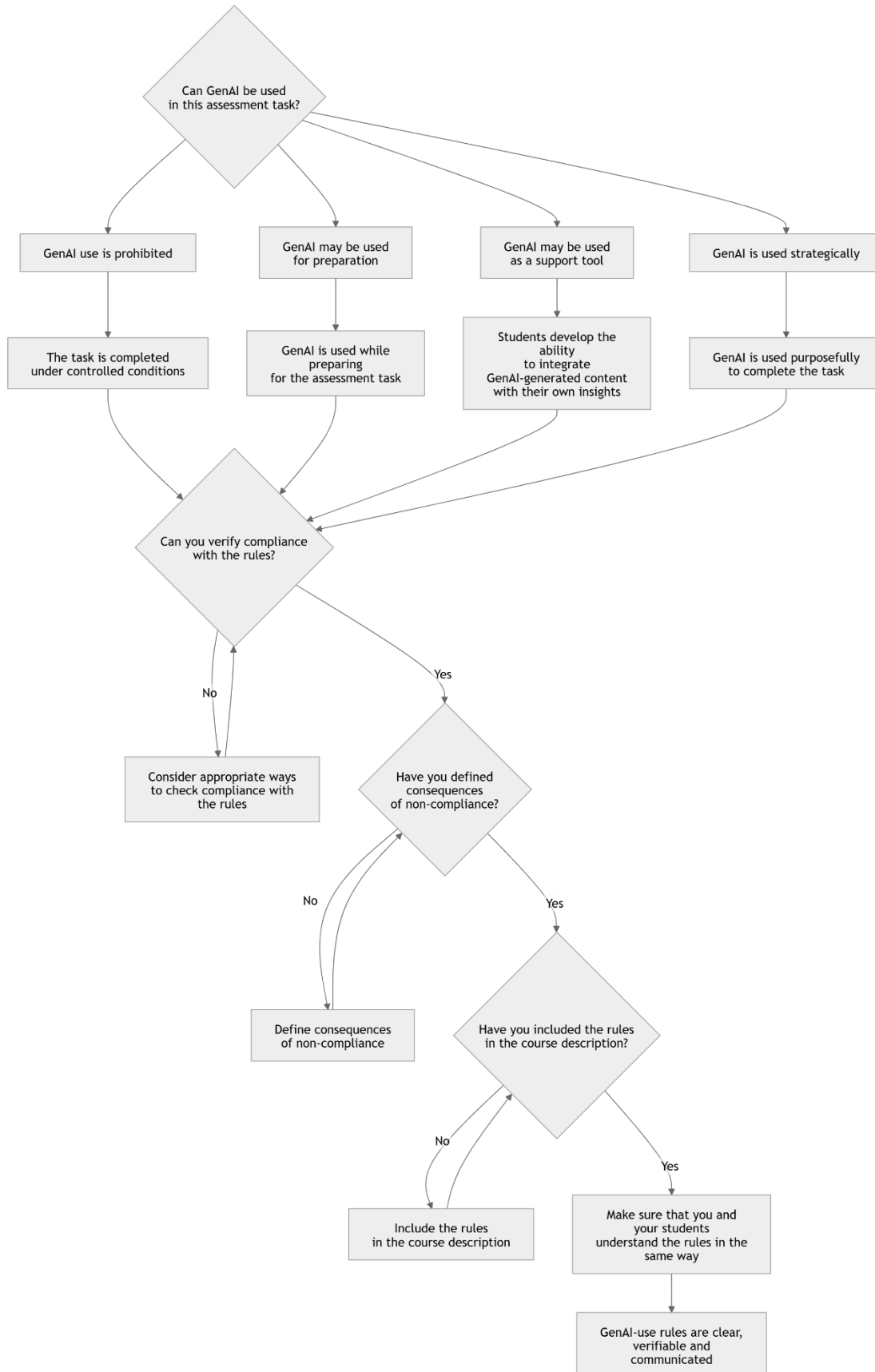


Diagram created using ChatGPT 5.5.

Appendix No. 6. Principles for writing GenAI prompts

How to write effective GenAI prompts

The clearer and more detailed the prompt – the more accurate, useful, and relevant the response.

 Role	state the area of expertise you want GenAI to adopt (expertise / field)	Examples - Enlightenment-era European literature expert - French as a foreign language expert
 Goal	clearly describe what you want to achieve – what result you expect	Examples I need an authentic listening text for A2 learners of German, based on a trip to Vilnius
 Task	specify precisely what GenAI should do, what steps to follow, and what object to focus on	Examples - Create an exercise / task / quiz - Write a text about ... - Assess my text and identify areas to improve - Suggest places where reliable sources can be found - Provide a plan / outline, etc.
 Context	provide as much information about the situation and requirements as possible – or share the assessment rubric	Examples - Learner profile: field of study, proficiency level (A2, B1, etc.), age, course, subject, learning objectives, etc. - Learning outcome / competence: reception / production / interaction / mediation (in a specific language); critical and analytical thinking, creativity, problem-solving, etc. (Transversal competences) - CEFR levels: A1, A2, B1, B2, C1, C2 - Word count: e.g. 150–200 words; register (formal, informal), genre (essay, newspaper article, blog post, job advert, email, etc.), audience, etc.
 Response format	specify the type of response or output format you want	Examples - text - dialogue - worksheet - table - summary - quiz - diagram / chart - plan - test (with or without answers)
 Language	specify the language of the response if it differs from the prompt language	
 Review the prompt	Ask GenAI to ask clarifying questions before proceeding with the task	Examples - Before starting the task, ask any clarifying questions you need (up to 3–5 questions). - If anything is unclear, ask me before proceeding. - Ask me what information you need before generating the response.

Infographic created using ChatGPT 5.5.

Appendix No. 7. Rules for GenAI use when preparing written assignments and final theses

1.1. We recommend that all study programmes review the course unit descriptions for bachelor's and master's theses by including information on the ethical and honest use of GenAI. Suggested text:

When preparing bachelor's and master's theses, the principles of academic integrity and ethical work with GenAI apply (see the Vilnius University Faculty of Philology Guidelines for the Use of Generative AI).

If a student used GenAI when writing a bachelor's or master's thesis, they must clearly indicate this in the text of the work itself or in the GenAI-use declaration. The thesis defence committee has the right to verify the student's authorship of the work during the defence. If the student is unable to explain the text of their thesis or to answer specific questions related to the submitted text, the work may be considered to have been written dishonestly, because unethical use of GenAI output or failure to declare GenAI use when preparing the thesis is treated as a breach of academic integrity.

1.2. We recommend that all teaching staff review their course unit descriptions by including information on the ethical and honest use of GenAI in the assessment criteria. Suggested text:

When preparing written assignment(s), the principles of academic integrity and ethical work with GenAI apply (see the Vilnius University Faculty of Philology Guidelines for the Use of Generative AI).

If a student used GenAI when writing a written assignment, they must clearly indicate this in the text of the work itself or in the GenAI-use declaration. When assessing the written assignment, the teacher has the right to verify, orally and/or in writing, the student's authorship of the work. If the student is unable to explain the text of their written assignment or to answer specific questions related to the submitted text, the work may be considered to have been written dishonestly, because unethical use of GenAI output or failure to declare GenAI use when preparing the written assignment is treated as a breach of academic integrity.

Appendix No. 8. Information on GenAI use in the course unit description



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code

Academic staff	Core academic unit(s)
Coordinating:	
Other:	

Study cycle	Type of the course unit

Mode of delivery	Semester or period when it is delivered	Language of instruction

Requisites	
Prerequisites:	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work

Purpose of the course unit		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods

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Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1.									
2.									
3.									
4.									
5.									
...									
Total									

Assessment strategy	Weight %	Deadline	Assessment criteria
In this space, depending on the nature of the course unit, specify the GenAI-related rules that will apply to assignments and assessment tasks. For instance, you may state that GenAI may be used when preparing visualisations for a presentation, etc. In all cases, follow the GenAI-use guidelines adopted by the Faculty of Philology. You may state that ethical conduct is mandatory and that students who breach ethical principles bear the responsibility as provided for in VU legal acts.			

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Recommended reading				
