

## **GUIDE ON THE USE OF ARTIFICIAL INTELLIGENCE IN ACADEMIC ASSIGNMENTS OF POSTGRADUATE PROGRAMS OF THE SCHOOL OF HUMANITIES, SOCIAL SCIENCES AND ECONOMICS**

The purpose of this guide is to instruct students regarding the ethical and effective use of Artificial Intelligence (AI) tools in academic activities. This policy ensures academic integrity, privacy, and responsible digital conduct within the context of the academic process at the School of Humanities, Social Sciences and Economics of the International Hellenic University (IHU). Specifically, the purpose of this guide is to define what may or may not constitute acceptable use. Given the rapid evolution of technological means and tools, the guidance focuses on fundamental principles and intentions, avoiding the imposition of restrictions regarding the use of specific AI tools or applications. The AI Use Guide applies to all members of the academic community, including students and academic staff. The School of Humanities, Social Sciences and Economics of the University Center of International Programmes of Studies of the International Hellenic University is committed to the ethical and responsible use of AI. This commitment aims to safeguard academic integrity for both staff and students. Additionally, it seeks to properly prepare staff and students to operate in an environment where the use of AI tools is increasingly widespread.

### **Article 1: Definitions**

**Artificial Intelligence (AI)** is defined as a computer-based system designed by humans, operating in a virtual or physical environment. It has the capacity to perceive its environment, analyze data, and make decisions or take actions to achieve specific goals. According to the [OECD \(2024\)](#), it is a system that generates outputs such as predictions, recommendations, or decisions that influence environments. The [EU AI Act \(2024\)](#) defines it as software developed with specific techniques that influences real or virtual environments.

**Generative AI (GenAI)** refers to models that generate text, images, audio, or code (e.g., ChatGPT, Claude, Gemini, Copilot, Mistral AI). Such AI software can be valuable tools to assist in learning and teaching. However, there are certain key limitations to their use that should be taken into consideration:

- They are not creative in the human sense.
- They do not possess self-awareness; they rely on statistical predictions.
- They summarise information without always providing accurate references to sources or citations.
- When citations are provided, they may, in several cases, refer to fabricated sources.
- They cannot assess when information is correct and when it is incorrect.
- They do not possess critical-thinking skills.
- They have been programmed using online content that may not be fully up to date.

- They may contain biases originating from their developers.
- They do not own copyright, nor can intellectual property rights be assigned to them.
- They are unable to make ethical decisions or exercise judgement based on a system of values.
- They are prone to “hallucinations”, meaning that they may fabricate facts and make errors in reasoning.
- They may violate European Union law, for example regarding the protection of personal data and intellectual property.

## **Article 2: Fundamental Principle of Academic AI Use**

The use of AI tools is permitted only as a supporting tool and not as a producer of academic content. Every submitted assignment must be the product of original intellectual work by the student. The use of AI must promote meaningful learning and the development of personal knowledge and skills. Students must cultivate their critical thinking and acquire skills that enable them to evaluate and produce reliable knowledge.

## **Article 3: Categorization of AI Use**

### **3.1 Permissible use**

- Assistance in understanding concepts
- Idea generation (brainstorming)

For permissible use, it is recommended to select AI systems that provide appropriate safeguards and support compliance with European Union legislation, such as the GDPR and the EU AI Act.

### **3.2 Permissible use with mandatory declaration of use**

- Spell/grammar checking
- Translation
- Literature search
- Assistance with basic structure

### **3.3 Impermissible use**

- Generation of entire paragraphs
- Generation of analysis (unacceptable in international literature)
- Generation of arguments
- Generation of conclusions
- Paraphrasing via AI to avoid plagiarism
- Submission of AI-generated text as personal work

- Creation of false data
- Analysis of personal data without authorization

#### **Article 4: Mandatory AI Use Declaration<sup>1</sup>**

Every assignment/thesis MUST be accompanied by the "Mandatory AI Use Declaration":

*"I hereby declare that this assignment/thesis is my own original personal work. Artificial Intelligence (e.g., ChatGPT, Mistral, Claude, Gemini, Copilot, Grammarly, QuillBot) has / has not been used. In case of use, it was strictly limited to (e.g., proofreading/brainstorming) and not to content writing."*

Students must state, even in the case of group work, the nature of their participation in the assignment (indicatively, data analysis, text editing, writing of the theoretical framework or results, etc.).

#### **Article 5: AI Use Guidelines for Instructors**

##### **5.1 Teaching**

Academic staff must communicate with their students regarding the use of AI and refer them to the guide, as well as to supporting materials, where this is considered useful and relevant. Such communication may indicatively, but not restrictively, include the following:

- Clarifying what is considered permissible use of AI as part of learning and how it is accepted within the context of the student assessment process. Teaching staff must be clear regarding expectations about the use of AI tools for each course taught and, on a case-by-case basis, for specific assignments.
- Explaining what constitutes academic misconduct and stating its consequences with relevant and adequate justification.
- Exploring alternative ways in which AI-generated material can be ethically and appropriately recognized and cited.
- Following the same standards in their own AI use as those established for students.
- Not using AI for student evaluation/assessment.

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<sup>1</sup> Alternatively, upon submission of the assignment/thesis to the online submission platform, a specific mandatory field or confirmation checkbox may be provided, through which the student will responsibly declare whether Artificial Intelligence has/has not been used with a predefined drop-down menu of indicative and acceptable AI applications (e.g., ChatGPT, Mistral, Claude, Gemini, Copilot, Grammarly, QuillBot). The student is required to select the application(s) used or declare that no AI was used. If an application not included in the list was used, a free-text field ("Other") is provided in which the application is explicitly declared.

## **5.2 Instructor Rights**

The instructor has the right:

- To request an oral examination of an assignment, an analysis of the student's thought process, and preliminary drafts.
- To request resubmission or even reject an assignment when there is an inconsistency between the oral defense and the content of the assignment in accordance with the Institution's regulations.
- To consider AI use to have occurred even without software proof, provided there is incompatible argumentation, a "non-human" tone/style or inability to defend the assignment.

## **Article 6: Student Responsibility**

The student:

- Bears full responsibility for the content of the assignment officially submitted.
- Is obligated to verify information.
- Cannot invoke "AI error" as an excuse for an error in the assignment.

## **Article 7: Assessment of Course Assignments**

**7.1.** Assignments within the coursework evaluation framework must:

- Require personal judgment
- Be linked to course lectures
- Include case applications and personal analysis based on course data

### **7.2 Penalties for Regulation Violations in Course Assignments**

The use of any AI-generated content by a student in an assignment, without proper acknowledgment and citation of the source, presenting it as their own original work, constitutes academic misconduct, unless explicitly stated otherwise in the instructions for that specific assignment. Violations related to impermissible or undeclared AI use are treated as a form of academic irregularity and specifically as a serious instance of plagiarism and are examined in accordance with the principles and range of penalties provided in the Academic Regulations.

The assessment of the violation takes into consideration in particular:

- the severity of the violation (e.g., percentage and extent of AI use),
- the documentation of the thought process and work production,
- the existence of an inconsistency between the student's level of knowledge and the produced work,
- the student's explanation,
- the principles of proportionality and equal treatment.

## **Article 8: Assessment of Master's Theses / Dissertations**

### **8.1 Master's theses / dissertations:**

- Require personal judgment
- Include case applications and personal analysis based on data
- Are examined through presentation and evaluation of the entire thesis
- Regular monitoring of work progress via file sharing and meetings with the supervisor is recommended

### **8.2 Penalties for Regulation Violations in Master's Dissertations**

Violations related to impermissible or undeclared AI use are treated as a form of academic irregularity and specifically as a serious form of plagiarism and are examined in accordance with the principles and range of penalties provided in the Academic Regulations.

The assessment of the violation takes into consideration in particular:

- the severity of the violation (extent of AI use and impact on the authenticity of the work),
- the documentation of the research process,
- the existence of an inconsistency between the level of knowledge and the produced work,
- the student's explanation,
- the principles of proportionality and equal treatment.

## **Article 9: Review and Update**

**9.1.** This guide will be reviewed periodically to adapt to technological and educational developments.

**9.2.** Changes will be officially published, and users will be informed through the competent academic authorities.