Acceptable and Responsible Use of Artificial Intelligence at the University of Szeged
Student Guide to the Purposeful, Effective, and Ethical Use of AI in Learning

Foreword

Generative Artificial Intelligence (AI) has become an integral part of everyday life in higher education – you, too, have almost certainly encountered it, and you may have already used such AI tools during your studies. These software applications can indeed provide valuable support, yet it is essential that their use remain purposeful, responsible, and transparent. As a result, if you incorporate AI-generated content into any academic work – such as an assignment, presentation, research proposal, thesis, degree project, or even exam preparation materials – you are expected to clearly indicate which tool you used and how you integrated AI-generated elements into your own work. Providing this information not only allows you to meet the academic expectations specified by your instructors but also strengthens the credibility and integrity of your work.

When relying on AI tools, alongside transparency, critical thinking is equally important. AI-generated content is not always accurate, reliable, or objective. For this reason, you should always verify the information you receive as AI output and use it only in a well-founded, carefully considered manner. Using AI is also a learning process. It is worth regularly reflecting on how a given tool has supported you: *What was genuinely helpful, and what created confusion or led you in the wrong direction?* Awareness of these experiences can not only improve your academic performance but also help you use AI responsibly and effectively in the future.

What is artificial intelligence and why is it worth using?

Artificial Intelligence (AI) refers to technologies capable of learning, drawing inferences, solving problems, and even making decisions – in ways that resemble certain aspects of human thinking. AI integrates advances from several fields, including machine learning, natural language processing, and automated decision-making. Today, it plays an increasingly significant role not only in research and industry but also in higher education. AI tools offer expanding opportunities for learning. They can provide rapid access to information, organize elements of knowledge, summarize materials, help with the creation of outlines, and even assist with exam preparation. As a result, these tools can meaningfully enhance your learning experience. However, they also carry responsibilities. Some types of academic tasks – such as writing essays, performing analyses, or doing problem-solving exercises – can be completed partly or even entirely with AI support. This makes it essential to understand *what* you use, *when* you use it, and *how* you incorporate it into your academic work, while ensuring the originality and integrity of your own contributions.

The rise of artificial intelligence is reshaping not only the tools used in education but also the very way learning takes place. Increasing emphasis is placed on those abilities that AI cannot develop or exercise on your behalf – such as critical interpretation, creative thinking, problem-solving, and reasoned argumentation. These are the areas where you can truly demonstrate your knowledge and academic strengths. AI can serve as a valuable partner, but it can never replace your own intellectual contribution. When using different AI tools, it is important to keep track of which application you used (and, if known, which version), as well

as how you incorporated its output into your own work. Doing so supports transparency and also facilitates effective feedback – from instructors as well as from your side. It is important not to feel that using AI amounts to "cheating," but equally not to assume that it can be used without limits. *Striking the right balance requires intentionality*. AI is not designed to do the work instead of you; it is designed to support your learning – and that support comes with responsibilities on your part.

It is also entirely natural that you may already be more familiar with certain AI tools than your instructors. This is not a disadvantage – it is an opportunity. Share your experiences, offer your ideas, and contribute to the discussion. Active engagement not only enhances your own learning but also helps shape teaching as a shared effort. The most effective solutions are often developed together.

The table below summarizes the key considerations to keep in mind when using artificial intelligence during your university studies.

✅ **Do**	❌ **Avoid**
Clearly indicate when you have used AI to complete an assignment.	Do not submit AI-generated content as your own work.
Verify the accuracy and reliability of AI-generated information.	Do not trust AI responses blindly – they may contain errors or rely on distorted data.
Use AI for brainstorming, outlining, or language support.	Do not rely solely on AI for analytical or creative tasks.
Document which AI tool you used and how you used it.	Do not hide your use of AI – transparency is an academic requirement.
Share effective practices with your instructors and fellow students.	Do not assume that AI use is purely an individual matter.

Responsible use of artificial intelligence in your university studies

At the University of Szeged, our goal is for AI to support your learning objectives while being integrated into your academic work in a transparent, responsible, and secure manner. To help you achieve this, we recommend adhering to the following core principles when using AI. These are not prohibitive rules, but guiding practices designed to help you use AI in a meaningful, ethical way that genuinely supports your academic growth.

1. Learning is always the goal – AI should not be a stand-in for you.

AI can be useful for brainstorming, rephrasing text, or gathering background information. But remember: the purpose is for you to learn, develop, and understand the work you produce – not for AI to do the work „instead of you".

2. Ensure transparency in your use of AI.

If you use AI while completing an assignment, presentation, or research task, you should clearly indicate which tool you used and how you incorporated its output into your own work. Transparency is a fundamental part of academic integrity.

3. Be critical of AI-generated content.
AI is not infallible. It can produce information that is inaccurate, biased, or unreliable. Always verify the information provided by it and carefully consider whether it is truly suitable for your academic purposes before you use it.

4. Use AI responsibly and avoid violating copyright.
AI-generated texts, images, and other materials can be subject to copyright protection. Do not submit work that has been created entirely by AI, especially if you have not engaged with it through interpretation, revision, or your own independent contribution.

5. Learn from it – Using AI is also a learning opportunity.
As you encounter AI tools more frequently, you will develop a better sense of how to use them effectively. Increase your awareness of what is helpful and what produces distortions or misleading results. Share your experiences with others – collective insight helps everyone grow.

The table below summarizes the core principles that will help you use artificial intelligence in a purposeful, transparent, and responsible way throughout your university studies.

🎓 Principle	📌 What This Means in Practice
Learning is always the goal.	Use AI as a complement, not a replacement – your own learning is what matters.
Ensure transparency.	Always indicate when you have used AI and explain how you integrated it into your work.
Think critically.	Do not accept everything AI produces at face value – verify the information.
Respect copyright.	Do not copy and submit full AI-generated content without your own independent contribution.
Learn from the process.	Observe what helps and what does not when using AI – and share your experiences with others.

Student Guidelines for the Use of Artificial Intelligence at the University of Szeged

1. Clarifying AI use and course-specific rules

At the University of Szeged, for each course there is clear guidance on how and under what conditions artificial intelligence may be used. It is important to understand these expectations so you can apply AI appropriately in your independent academic work. You will always find the official course-specific guidelines on the CooSpace platform, and these may be supplemented by instructions or clarifications provided during class.

2. The principles of transparency and responsibility

Whenever you use any AI-based tool, you should always indicate precisely which tool you used (e.g., Scite, ChatGPT, Copilot, Gemini), which version it was (if known), for what purpose you used it, and how it supported your work (e.g., outlining, drafting, locating sources). You must also make clear where AI-generated content ends and where your own contribution begins. Presenting AI-generated material as your own original work is prohibited. Doing so constitutes plagiarism, which – depending on the circumstances – may be considered a serious ethical violation.

3. Preparation and independent thinking

AI tools can be valuable assistants, but they do not replace independent thought. Always consider how a given tool supports your learning objectives, how it can be incorporated responsibly, and how its use can be documented in a transparent and academically credible way.

4. Course-specific rules and expectations

Each course description specifies when and how AI may be used, the types of tasks for which AI use is allowed, and the situations in which its use is strictly prohibited. Always review these requirements carefully to avoid unintentionally creating an ethical or academic conflict.

5. Models for AI use by course type

When regulating the use of artificial intelligence, different principles are applied for different courses:

Full prohibition: AI may not be used in the course at all (e.g., courses involving text comprehension, translation, or reflective assignments).

Partial permission: AI use is allowed only for specific tasks and under well-defined conditions. In such cases, always consult the course and assignment descriptions, as these contain the detailed rules.

Full permission: AI may be used for all tasks, but its use must be documented in every instance.

6. When working on a thesis or degree project

AI may be used during the preparation of your thesis or degree project, but only if you clearly indicate which tool you used, where you used it, and for what purpose. AI cannot replace your independent analysis, interpretation, or ability to identify and explain connections. In addition,

during the defense, you must be able to present the content of your work, explain its logical structure, and demonstrate that you fully understand the boundary between your own contribution and the role AI played in its development.

AI can be a valuable tool, but it supports your development only when used purposefully, transparently, and in alignment with your academic objectives. The summary table below provides an overview of the most important rules for the responsible and transparent use of AI in your university studies.

📌 Rule	✅ What This Means
Always indicate your use of AI.	Specify which tool you used, for what purpose, and how you used it.
Follow the rules for each course.	Check the course description and the CooSpace platform and be mindful of any instructions given in class.
Do not use AI in place of your own work.	You must understand and be able to explain the work you submit.
Transparency is especially important in relation to a thesis or degree project.	Indicate your use of AI in the introduction of your work or in a footnote.
You must be able to provide your own response when defending your thesis or degree project.	You have to explain the content of your work and the role AI played in creating it.

Based on the above, the following points are worth keeping in mind throughout your studies:

- *Can I use an AI tool for this course? Clarify first!*

Before using any AI-based tool (e.g., a text generator, grammar checker, or source-finding tool) for a course, always check whether its use is permitted for the specific course. Each instructor has the right to set their own rules for AI use – and these may be more specific than the general university guidelines. You will find these rules in the course description. If no information is provided there, the general university regulations apply.

If you are unsure which AI tools you may use for a particular course, do not hesitate to ask – contact the instructor or the person responsible for the course.

- *Familiarize yourself with the university's rules on AI use!*

To use artificial intelligence responsibly throughout your studies, it is essential to understand the guidelines and expectations set by the University. Please make sure you are familiar with the rules governing the use of AI tools at the University of Szeged. Following these rules is not only required but also helps you avoid misunderstandings and ethically problematic situations.

Most importantly, the use of AI is not prohibited, but it must always be transparent, properly documented, and aligned with the rules set for the specific course.

- *If you choose to use AI on your own initiative, think ahead!*

If you decide to use artificial intelligence – for example, text-generation or rephrasing tools – on your own initiative, think ahead. Always consider the following: *What information do*

you actually need to complete the task? Which AI tool is available to you? What is it specifically capable of?

Not every language model is suitable for providing a solution to every type of problem. For instance, some tools are excellent for outlining, while others are better suited for language refinement. This is why it is important to align your questions with the problem you are trying to solve and with the capabilities of the tool you are using.

- *ChatGPT may be the most well-known AI tool, but it is far from being the only one!*

In addition to CharGPT, a wide range of other applications is also available, many of which may be far better suited to specific tasks such as translation, summarizing, note-taking, or image generation.

We encourage you to explore different AI tools and try several apps (many of which are freely accessible). Choose the one that best supports the task you are trying to complete. Making intentional choices about which tool to use not only improves your efficiency but also helps ensure that you genuinely understand what you are using and why.

- *Using AI tools is a skill you can learn – and one that is worth learning!*

To use AI-based text generators, chatbots, or other AI tools effectively, you need time and practice. Do not expect a perfect answer on the first attempt – in many cases you will need to ask follow-up questions, refine your prompt, or rephrase it before the AI provides a response that is actually useful. Good results depend on knowing how to ask questions, how to make your prompts more precise, and when to think beyond the AI's answer on your own.

Those who learn to use AI tools skillfully can gain an advantage – and like any other skill at university, this one can be learned as well.

- *AI not only supports your work – it can also help you grow, if you use it well!*

Artificial intelligence is not just a technical aid – when used well, it also supports the development of your own skills, such as writing, programming or data handling, clear communication, and critical thinking. One of the greatest strengths of AI is that it encourages you to regularly check and rethink the answers you receive. Do not accept everything automatically – always consider whether the tool's suggestions are accurate and reliable.

A skeptical yet curious mindset helps ensure that AI genuinely serves your learning.

- *You can trust AI – but not blindly!*

Before using any AI-generated content – whether text, code, or any other type of information – you should always check whether the output is accurate, whether it matches the style and quality expected for the task, and whether it truly reflects what you intend to submit or present.

Even the best AI tools can make mistakes. The output may contain inaccuracies, logical errors, or even entirely false information. This is why it is essential to take the time to review the final output carefully – this review step is one of the most important elements of responsible AI use.

- *Using AI is a means of self-improvement – not an end in itself!*

Artificial intelligence truly supports learning when it is used not only to complete tasks but also as a tool for personal development. This means taking the time to reflect on what you have already learned about a given topic, which sources supported your work (lectures, handouts, or notes), and how the assignment helped you move closer to your own goals. University studies are not only about passing exams and earning credits. It is just as important to grow in your thinking, collaboration skills, and independence.

Remember: you are not simply a "student," but an active learner. Learning does not end with class sessions or submitted assignments – and AI becomes genuinely useful only when it supports this learning process rather than replaces it.

- *Protect what is personal – even when using AI!*

Whenever you use artificial intelligence, always make sure you do not share any sensitive information – neither your own nor anyone else's. This is especially important when dealing with personal or health-related data, when referring to information about other students, instructors, or organizations, or when using a publicly available, free AI tool.

How can you stay safe?

  - Check the data management and privacy policies of the tool you are using.
  - Verify who developed the AI model and for what purpose.
  - Read the terms of use and the privacy notice.
  - If you are unsure, avoid providing any sensitive information.

Protecting data is also part of the university's community standards – be a conscious and responsible data user!

- *If you use AI in your coursework, indicate it clearly!*

When you use an AI tool for an assignment, presentation, or any other academic task, always clearly state which AI tool or language model you used (e.g., ChatGPT, Copilot, Claude), how you used it (e.g., for brainstorming, drafting, language checking), and to what extent AI contributed to the final work. This not only ensures transparency but also helps you manage your own learning process more intentionally and uphold the principles of academic integrity.

The rule is simple: AI may be used – but only responsibly, with proper documentation, and in a clearly identifiable way.

How to conduct yourself when using AI

1. Clarify the role of AI for each course.

Before using artificial intelligence in the context of any course, you should always check whether AI use is allowed for the course. This information can be found primarily in the course description (on CooSpace, in the syllabus, or in the requirements section). If the rules are unclear, or if they differ from the general guidelines outlined in this document, feel free to contact the instructor or the person responsible for the course. It is also worth asking questions whenever the wording seems complicated or ambiguous – accurate interpretation is one of the keys to academic success.

Important: The institutional principle is that the use of AI is permitted unless explicit restrictions are defined for the course.

2. Follow the rules for AI use – always and everywhere.

When using AI tools, you must follow both the general principles set out in the university guidelines and the specific rules that apply to the given program or course.

If you use AI when preparing an assignment, paper, presentation, or any other course-related work, you are required to indicate:

- which AI tool you used,
- for what purpose and in what manner you used it,
- and to what extent the AI tool contributed to the final work.

Such indication may appear in a footnote, in a separate paragraph, or in another format specified by your instructor. Always follow the instructions provided in this regard.

According to the University of Szeged's core academic principles, students are expected to complete their coursework based on their own knowledge, drawing on lectures, seminars, practical sessions, and the assigned literature. AI may be used as a supporting tool – for example, for source exploration – but it cannot replace your own work. Generative content (such as automatically generated text) may only be used if it is explicitly allowed for the given course.

Do not submit work under your name anything that has been created entirely by artificial intelligence – this constitutes a serious breach of academic ethics and may lead to disciplinary consequences.

The checklist below will help you ensure that your use of artificial intelligence meets both university-wide and course-specific expectations. Review it before submitting any assignment that involves the use of AI – and if appropriate, you may also attach the completed checklist to your work.

☐ I indicated whether I used any AI tool in completing the assignment.

☐ I specified exactly which AI tool I used.

☐ I provided the version number or release date of the tool (if known).

☐ I briefly described the purpose for which I used AI (e.g., brainstorming, proofreading, source exploration).

☐ I clearly distinguished which parts were generated by AI and which parts were my own work.

☐ I followed the rules on AI use stated in the course description.

☐ I ensured that my submitted work complies with the university's standards of academic integrity.

3. How to use AI purposefully in your learning

The University of Szeged encourages you to use artificial intelligence tools in a purposeful, effective, and responsible way throughout your studies. It is important to understand, however, that AI does not replace learning – it only supports it. You still need to learn the concepts, models, processes, and relationships that form the foundation of deeper understanding and the ability to solve complex tasks. Using AI should not function as a substitute for critical thinking, analysis, or problem-solving, as these skills will remain essential in the future job market. It is your responsibility to use AI in a way that recognizes both its strengths and its limitations.

In what ways can AI support learning?

Personalized learning: AI can analyze your answers and questions, offering suggestions or tasks tailored to your needs.

Interactive learning support: It can provide targeted responses and advice in connection with your specific questions and problems – quickly and on demand.

Continuous feedback: AI can help evaluate your answers and offer recommendations for improvement.

Guidance on learning strategies: It can provide tips and methods to help you study more effectively.

Time management: AI can offer ideas for prioritizing assignments and organizing your study schedule.

Early alerts: If it detects a decline in your performance, AI can warn you and help you get back on track.

Support for students with special needs: It can offer personalized learning pathways that assist individual progress.

Community building: AI can connect students with similar interests or learning styles.

Information processing: It can speed up the synthesis of large amounts of text or data, helping you organize information more efficiently.

AI as a practice partner: AI can help with practicing interview scenarios when you give it the right instructions.

The essence of learning remains your active engagement, self-reflection, and development. AI can be a helpful companion in this process, but it does not learn instead of you.

Data Protection and Data Management Considerations

When using AI, there are several fundamental data protection and data management issues you need to keep in mind. Understanding these considerations will help you use AI responsibly and with greater awareness.

o *The origin of the data used to train AI models is not always transparent.*
AI systems are trained on extremely large datasets, yet it is often not clear exactly which sources were used in the process. This uncertainty raises the question of whether some models may include material incorporated without permission. Current information indicates that developers have drawn on a broad range of publicly accessible web content, typically collected without explicit consent.

o *It is not always clear what an AI model has not been trained on.*
From the perspective of how AI functions, what matters is not only the data on which a system was trained, but also the topics and areas in which it lacks sufficient information. These gaps can affect the accuracy and reliability of the responses it generates.

o *The storage and reuse of input data is not always transparent.*
AI systems frequently store the questions, comments, and other information entered by users. Developers may then use this data for their own purposes – such as additional model training or service improvement – which makes it particularly important to avoid entering any sensitive, personal, or institutionally confidential information into such systems.

o *Fine-tuning procedures are not always transparent.*
AI developers employ a range of fine-tuning techniques to improve the accuracy and usefulness of AI models. However, the specifics of these procedures – especially the methods used for content filtering and bias elimination – are often not known to users.

o *As a consequence of the above, AI systems may exhibit biases.*
Because AI models learn solely from the data they process, that data may be one-sided or biased in certain ways. As a result, the AI system's responses may also reflect these biases, which is an especially important consideration when using AI in education and research.

AI offers significant opportunities, but it can only serve as a truly useful and safe tool if we remain aware of its limitations and the data management issues that influence how it functions. For this reason, it is advisable to use AI experimentally, with continuous reflection and a critical mindset throughout your studies.

What risks can arise from using AI?

Artificial intelligence is a useful tool – but it helps only when used purposefully and critically. Here are some key risks to be aware of:

Inaccurate or misleading responses
AI does not always provide reliable or accurate responses, and the likelihood of errors tends to increase when Hungarian is used. In contrast, you may often obtain better results in English – but verifying sources remains your responsibility.

Copyright issues and risk of plagiarism
AI responses may occasionally contain verbatim excerpts from existing texts. If you submit these as your own, you commit plagiarism – even if you did not intend to do so. Always indicate when you have used AI.

Biased answers
Language models rely solely on the data they were trained on – therefore, they may produce distorted or incomplete views about certain topics or groups. Always evaluate critically what the AI presents and how it presents it.

Decline in critical thinking
If you rely too heavily on AI, your analytical skills and problem-solving abilities may develop to a lesser extent. This is why it is important to treat AI as a learning partner rather than a machine for producing answers.

Data protection and security risks
Many AI tools (such as ChatGPT) store your questions and responses, and developers may use this information for further training of the model. Do not share personal, health-related, or any other sensitive data in these systems.

How can you avoid the pitfalls?

By following the principles below, you can use AI tools responsibly and safely throughout your studies:

- *Do not accept AI answers automatically* – verify the content using multiple sources.
- *Understand how the tool works* – at least at a basic level, know how it generates responses.
- *Do not settle for the first answer* – ask follow-up questions, refine your prompt, and compare outputs.
- *Always indicate when you have used AI* – specify which tool you used, for what, and how you used it.
- *Do not list AI as a co*-author – this is not permitted from either a legal or an ethical standpoint.

The most important rule: always check the regulations that apply to the specific course. If you follow those, you will avoid problems.

AI can be a purposeful, responsible, and valuable tool in your hands!

Artificial intelligence has become part of university learning – offering opportunities but also posing challenges. The University of Szeged aims to ensure that you use these tools purposefully, transparently, and ethically, while gaining genuine, in-depth knowledge.

AI does not replace independent thinking, but it can be an excellent companion in the learning process when used responsibly. It is especially important to follow both course-specific and university-wide rules, communicate openly about your AI use, continue developing your own skills, and always verify, interpret, and critically evaluate the responses you receive from the AI tool you use.

Do not hesitate to ask questions, be open to experimentation, and allow yourself to grow – AI provides additional opportunities for you to do so. The purposeful and responsible use of AI can support both your professional and personal development. All instructors, researchers, and administrative staff at the University of Szeged are committed to supporting you in this process.

For additional information, the following Hungarian-language resources may be consulted:

SZTE Klebelsberg Library and Archives
https://www.ek.szte.hu/kezdooldal/mit-keres/online-forrasok/mi-szolgaltatasok/

SZTE Digital Future
https://digitalisjovo.szte.hu/szte-digitalis-jovo/ajanlott-kepzeseink/mesterseges