Rector's Order No. 4/2026 (IX.1)

on the issuance of an AI Guide to facilitate the practical application of the rules on the use of artificial intelligence at Károli Gáspár University of the Reformed Church in Hungary

Under the authorization of Article 13 (1) of Act CCIV of 2011 on national higher education, as well as Article 64 (1) of the Organizational and Operational Rules, Part One of the Organizational and Operational Regulation of Károli Gáspár University of the Reformed Church in Hungary (hereinafter referred to as the 'OOR' and the 'University'), acting within the scope of my managerial responsibilities pursuant to Article 63 (7) a) of the OOR, and based on the authorization granted in Article 4 (2) of the University's Policy on the Use of Artificial Intelligence, I hereby issue the following order:

1. § To ensure compliance with the principles set out in the University's Policy on the use of artificial intelligence, to facilitate the fulfilment of obligations and the practical application of the policy , the University's ICT Research Centre, under the supervision of the Vice-Rector for Science and Innovation, in cooperation with the Committee on Artificial Intelligence in KRE Educational Structure and with the Education and Research Development Working Group and Mentor Network, prepares and, as needed but at least once a year reviews the guidelines to facilitate the practical application of the University's policy on the use of artificial intelligence (hereinafter referred to as 'AI Guide').

2. § The University's AI Guide is issued as Annex 1 to this order.

3. § This order shall enter into force on 1 September 2026. It will be published on the University's website.

Budapest, 2 March 2026.

Prof. Dr. László Henrik Trócsányi

Rector

Annex 1 to Rector's Order No. 4/2026 (IX.1)

KÁROLI GÁSPÁR UNIVERSITY OF THE REFORMED CHURCH IN HUNGARY

AI Guide

1 September 2026

The document was prepared in cooperation with the KRE ICT Research Centre and is updated periodically in collaboration with the Committee on Artificial Intelligence in KRE Educational Structure and with the Education and Research Development Working Group and Mentor Network. The document builds on existing internal institutional and external higher education best practices. (Version number/date: v1.26 February 2026)

I. Purpose of this guide and general guidelines

By decision No. 13/2026 the Senate of Károli Gáspár University of the Reformed Church in Hungary has adopted the Policy on the Use of Artificial Intelligence, effective from 1 September 2026. According to its preamble, the University considers the integration of artificial intelligence into its operation to be of strategic importance: its goal is for students and staff to become familiar with and responsible use of AI-based tools in education, research and administration. To this end, it sets out the basic principles for use and defines the most important terminology (deployer or user; confidential data; biased data; generative AI-technology; instructions for use or user manual, artificial intelligence or AI; AI literacy; AI system).

This guide[1] aims to provide practical assistance in implementing the principles laid down in the policy, offering specific guidelines on best practices to be applied in teaching and learning (chapters 2 and 3), research (chapter 4) and administrative activities (chapter 5), for lecturers and students, while also providing guidance on proper preferencing (chapters 6 and 8).

The University follows the technical and regulatory changes in the field of AI and AI-based technologies, and accordingly it updates its internal AI policy and the provisions of this practical guide at periodical intervals. In accordance with the regulatory documents, **individual faculties and institutes may also draw up discipline- and field-specific requirements** that define further recommendations and obligations in line with their operational and disciplinary characteristics.

The recommended steps for using artificial intelligence can be summarised in the following six steps for teaching and research staff, students and administrative staff – detailed explanations for each area are available in the respective chapters (Figure 1):

Recommended steps for using artificial intelligence

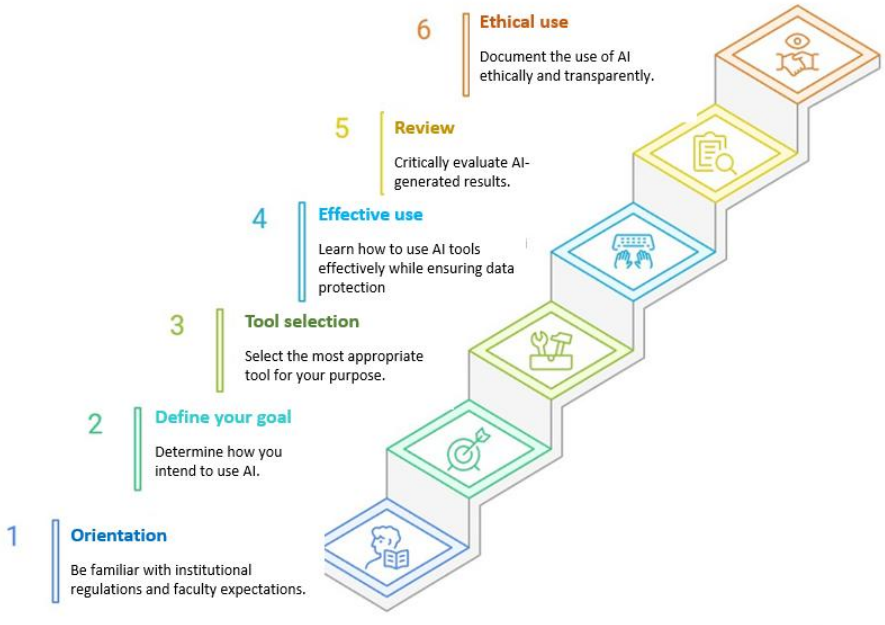

Figure 1: Recommended steps for using artificial intelligence (custom-made figure created using NapkinAI)

[1] This guide is an updated and expanded version of the Guide on the use of artificial intelligence-based systems adopted by Senate Decision No. 63/2024 (VI.27), effective from 28 June 2024 to 31 August 2026.

2. Guidelines for teaching activities

Artificial intelligence can effectively assist teaching staff primarily **in planning teaching processes, developing teaching materials, automating administrative and assessment tasks**, as well as **analysing student data and, consequently, planning individual development and inclusion** (cf. Buda, 2024; Ollé, 2024; Rajki et al., 2024; T. Nagy et al., 2025).

The literature calls the knowledge and special skills required for the effective and ethical use of AI-tools 'AI literacy' (cf. Dringó-Horváth et al., 2025: *Az Oktatásinformatika módszertana a felsőoktatásban – PedagógiAI kiegészítés* [Methodology of Educational Informatics in Higher Education – Pedagogical Supplement], which is also useful for the comprehensive development of this field in higher education).

Information on the University's internal applications is available from the University's IT and Data Asset Management Department, as well as under Digital systems on the website. Procurement requests shall be submitted through the head of the relevant organizational unit, the Chancellor decides on the procurement. Before submitting a procurement request, the functional professional aspects must be discussed with the staff of the ICT Research Centre to identify possible alternative or free solutions.

2.1 Course design

Based on the learning objectives, it is the lecturer's responsibility to determine for which activities and to what extent students may or must use AI-based applications during the course. These shall be included **in the course description or syllabus** under point 'Mid-term academic requirements and applied teaching methods' (specifying the recommended applications), using the following panel sentences as a sample:

AI use	Recommended sentence for the task/course description
may not be used	The aim of the subject or course is [fill in the blank] to develop (e.g. basic) competences, so it is important not to use AI-based tools in solving the assignment at this stage of learning.
	The use of AI is not relevant to the subject or course.
may be partially used	The use of AI is allowed for the assignment, but one-to-one transfer of AI generated content is not allowed.
	The following AI applications are allowed for the assignment: [fill in the blank] (e.g. source manager: Elicit, Deepl translator)
	The use of AI is allowed in the following work processes: [fill in the blank] (e.g. image generation, data visualisation)
	An AI generated source can be used for the assignment if it is accompanied by a student reflection.
	Any AI application can be used to prepare the assignment (see the University's AI Guide for marking)
its use is mandatory	The following AI application must be used for the assignment: [fill in the blank] (e.g. plagiarism filter)

When making teaching decisions, it may be helpful to use the cognitive levels of learning defined in Bloom-taxonomy as a guide, taking into account what humans and AI are capable of at each level, and based on which the tasks associated with each level should be modified and revised:

LEVELS OF THINKING	RECOMMENDATION	AI CAPABILITIES	SPECIAL HUMAN SKILLS
CREATION	revise	suggests alternatives, lists pros and cons	original solutions, human decision-making, spontaneous collaboration
EVALUATION	revise	recognises the pros and cons of decisions, provides an evaluation matrix	reflects on ethical consequences of alternative decisions
ANALYSIS	change	compares data, identifies trends and patterns, calculates, and makes predictions	thinks critically and reasons logically in both cognitive and emotional contexts
APPLICATION	revise	can use a process, model, or method	operates and experiments; creatively develops ideas and solutions
COMPREHENSION	revise	can explain a theory with different words, recognizes examples, translates	contextualizes the responses from emotional, moral, and ethical perspectives
REMEMBERING	change	provides factual information, lists possible answers, defines	retrieves information without technology and electricity

Source: Revision of Bloom's taxonomy, Oregon State University

Accordingly, as a general rule, in foundational subjects where learning primarily takes place at the level of *knowledge and understanding*, the use of AI by students is not recommended during the assessment, measurement and evaluation period. At the same time, it can be recommended as a supportive tool for independent preparation and practice, for activities such as asking for explanations of terminology, making summaries, or making digital learning flashcards. For courses designed to develop higher cognitive levels – *application, analysis, evaluation, and creation* – the limited use of AI-tools in specific sub-processes should be considered (for example to support brain storming or linguistic stylisation). However, independent thinking, the development of content development and the presentation of arguments must remain the result of the student's own work.

Recommended use for students is included in *Chapter 3: Guidelines for students regarding learning activities*. In all cases, authors are responsible for the use, and proper indication of this is mandatory (see *Chapter 6: Marking and referencing products made with artificial intelligence*).

It helps to ensure meaningful integration and prevent unethical use if we are careful when designing our course, and if we take into account the aspects of **learning outcomes-based design**. AI is transforming labour market expectations; therefore, course descriptions should highlight the **skills, attitudes, and student autonomy/responsibility** that go beyond AI capabilities and are easily measurable. The following panel sentences provide examples of these:

List of the prescribed professional competencies and competency elements (knowledge, skills etc.) based on point 7 (bachelor programme) or point 8 (master programme) of the programme and outcome requirements to the development of which the course typically and substantially contributes:
a) knowledge: knows the basic concepts and methodological possibilities of […]; understands the operation/process possibilities and limitations of […]. b) skills: able to plan and apply […] in line with objectives; able to choose appropriate […] solutions for […] situations; able to analyse […] practice reflectively from the perspective of […]. c) attitude: open to […], has critical approach to […], committed to […]. d) autonomy and responsibility: independently plans and implements […], takes responsibility for his/her own learning process and development, cooperates with peers and provides feedback on joint work.

More information on learning outcomes-based planning can be found in the introductory chapter of the publication *Oktatásinformatika módszertana a felsőoktatásban – PedagógiaAI kiegészítés, Felsőoktatás-pedagógia a digitális korban* [Methodology of Educational Informatics in Higher Education, Pedagogical Supplement, Higher Education in the Digital Age]

2.2 Holding classes

AI applications can play a supplementary and supportive role in teaching and learning, typical areas of application: collecting and analysing sources, drafting, creating interactive quizzes and teaching materials, analysing data, stylistic correction, translation, as well as generating images, diagrams and presentations. Practical application is supported by the continuously updated KRE AI Toolkit (KRE ICT Research Centre) which contains AI tools and their functions, while pedagogical recommendations for using these tools can be found in the publication *Oktatásinformatika módszertana a felsőoktatásban – PedagógiaAI kiegészítés, Tanítás, tanulás* [Methodology of Educational Informatics, Pedagogical Supplement, Chapter 3, Teaching and learning].

The use of AI by lecturers (for example generating presentations and diagrams) must be indicated in accordance with the regulation; keeping in mind that lecturers always set an example for their students (see *Chapter 6, Marking and referencing products made with artificial intelligence*).

Classes can be specifically designed to effectively develop students' AI skills, practical recommendations for this can be found in the following Hungarian-language document: *Oktatásinformatika módszertana a felsőoktatásban – PedagógiaAI kiegészítés, 6. fejezet A digitalis kompetenciák megszerzésének támogatása* [Methodology of Educational Informatics in Higher Education – Pedagogical AI supplement, Chapter 6, Supporting the acquisition of digital competences]. When planning student activities, the following should be taken into account:

- equal access must be ensured for students,
- students should be aware of the framework for ethical AI use, the cases of permitted and prohibited use and the formal requirements for references,
- AI systems should be used according to the data protection regulations (*cf. Chapter 3. Guidelines for students*).

The use of AI in the educational environment creates opportunities for lecturers to support equal opportunities and inclusivity. Consequently, we can effectively

- assess students' individual needs,
- tailor the educational process, and
- ensure inclusion in the teaching and learning process.

In the area of inclusivity, in particular in overcoming obstacles relating to accessibility, AI can help overcome barriers to accessibility by providing tailored support to meet the various needs of students. These include, in particular, Text-to-Speech and Speech-to-Text technologies, predictive text input functions, and automatic subtitle and transcript generation (Table 1).

Function	**AI-based software**
Text-to-Speech	NaturalReader, Immersive Reader, Be My Eyes Be My AI
Speech-to-Text	Speechnotes, Microsoft Dictate
Predictive text input	Grammarly, MSWord, Gboard
Subtitle and transcript generation	MS Teams, Zoom, PowerPoint, YouTube, MS Translator

More information on learning support software and related educational methodology recommendations can be found in the document *Oktatásinformatika módszertana a felsőoktatásban – PedagógiaAI kiegészítés, 5. fejezet, A tanulók támogatása* [Methodology of Educational Informatics in Higher Education – Pedagogical Supplement, Chapter 5, Supporting students].

2.3. Measurement and Evaluation

2.3.1 Rethinking the methods and forms of assessment

In order to reduce unethical use of AI and promote its appropriate integration, it is recommended to **rethink the formulation of tasks**, as well as **the assessment and evaluation**, in accordance with the following:

- **Tasks requiring creative and critical thinking**: tasks that require the application of deeper knowledge and creative and critical thinking, such as research issues of personal relevance or essay topics focusing on complex problem solving are more difficult to replace with purely AI generated content.
- **Interdisciplinary and applied projects**: project tasks that require real-world problem-solving and an interdisciplinary approach are difficult to automate and require a high level of personal participation.
- **Incorporating reflection and self-assessment**: as part of the tasks, reflection on the learning process and evaluating the use of generative AI tools may be required which can help develop independent thinking and learning.
- **Tailored and varied tasks**: this avoids repetitive and easily generated answers, and the variety and individuality make the use of generative AI more difficult.
- **Ensuring equal access**: AI users may have an advantage over those who do not have access to it or do not use it for other reasons. It is therefore advisable to select the tools together, define the core competences and establish a shared ethical framework for their use.
- **Self-assessment by lecturers**: it is advisable for lecturers to review the assigned task, and if it can be solved to the desired extent using one or more appropriately combined AI applications, it is worth rethinking and revising the task assignment.
- **Multimodality**: the emphasis should be on the application of knowledge rather than on recalling lexical knowledge during the assessment. Therefore, it may be worth moving from written forms toward multimodal formats (video, audio, posters, websites, installations and combinations thereof).
- **Setting an example**: it helps students use AI appropriately if lecturers set an example in classes of how to apply it effectively, and then outline the steps required to supplement this with own work (e.g. critical assessment, clarification, and searching for additional sources after AI-assisted source collection).

In the case of longer written work such as **essays, assignments, home assignments, theses, portfolios, papers prepared for the national or institutional Scientific Students' Association Conference**, it is recommended

- to formulate tasks similar to those prescribed above, which are project-based and require critical thinking and reflection;
- to draw students' attention to the proper indication of AI use in the cases and manner specified in the guide; and

- to assess the student's knowledge related to the submitted papers using questions not agreed upon in advance during a more substantial oral exam (weighting 40%-60% / 30%-70% in favour of the oral exam).

According to the University's AI guide, **it is prohibited to use AI during midterm papers and examinations, unless it is explicitly permitted or prescribed in the task description**.

2.3.2 Student data analysis and assessment of students with AI

Artificial intelligence can help lecturers define assessment criteria and create an assessment table for their tasks. However, AI system can only be used partly for the assessment of student assignments, taking into account the following:

- data protection problems should not arise during the process (*cf. Chapter 5: Guidelines for administrative activities)*,
- the AI-system cannot replace human decision-making, it can only support it. Therefore, the lecturer is responsible for validating the assessment comments, suggested by the AI.
- the use of AI by lecturers during the evaluation process shall be indicated or marked, as necessary (e.g. task assignments, verbal information, course materials).

In this case as well, Article 20 (1) of the Policy applies, i.e. the user (in this case, the lecturer) shall bear the risks arising from the unprofessional, uncritical or unmonitored use of the outputs of the AI-system.

The effectiveness and methodological compliance of measurement and assessment tasks can also be monitored using AI, and the analysis of students' summary test results can contribute to the effective performance evaluation of student groups. Below are sample prompts for analysing tests and test result tables using AI. (see *Oktatásinformatika módszertana a felsőoktatásban – PedagógiaAI kiegészítés, Értékelés, 4. fejezet* [Methodology of Educational Informatics in Higher Education – Pedagogical Supplement, Chapter 4. Assessment])

Log data collected by learning support systems (e.g. Moodle, Teams) record all digital activities of students – from clicks and visited websites through completed tasks to the achieved results. These data, in compliance with data protection regulations, can be analysed by using AI in order to predict the expected performance of participants and to identify patterns indicative of drop-out in a timely manner.

2.4 Summary table for lecturers' use of AI

1. Orientation	Be familiar with the requirements of institutional regulatory documents. ☐ Have I become familiar with the institutional regulations and related guidelines for the use of AI? ☐ Have I indicated the rules for the use of AI by students in the course description and syllabus? ☐ Have I considered whether the tasks I have assigned/created can be replaced with AI based on the levels of Bloom taxonomy?
2. Defining the goal	Be clear about what you want to use AI for and why, e.g.: task generation, presentation creation, research planning, language stylization. ☐ Have I formulated my learning outcomes in such a way that they can be measured even if students use AI?
3. Choosing the right tool	Knowing the possibilities and limitations, choose the AI-based tool that best suits your purpose. Find help in KRE AI Toolkit, in the handbook *Az oktatásinformatika módszertan a felsőoktatásban – Pedagógiai kiegészítés* [Methodology of Educational Informatics in Higher Education, Pedagogical

	Supplement] and in the workshops and self-paced courses of ICT Research Centre. ☐ Am I familiar with AI applications that can be effectively used for the courses I teach (during preparation or while teaching), as well as their uses and limitations? ☐ Do I need AI tools that support student inclusion in my work? ☐ If I ask students to use AI, have I ensured that everyone has equal access?
4. Efficient and mindful use	Effective use requires multiple iterations (refinements) and, consequently, practice. Care must be taken with privacy settings, and one should avoid uploading sensitive or personal data. It is also important for lecturers to set an example for students, as they influence students' use of AI and can proactively support the development of students' AI literacy. ☐ Have I checked whether the generated course materials (presentations student assignments, and quizzes) correspond to the learning outcomes of the course? ☐ Have I tested the AI tool before assigning a related task to the student? ☐ Is the grading of student work (tests, written assignments) conducted through the institution's system in accordance with data protection requirements? ☐ Does the analysis of user data on the learning support platform comply with data protection regulations? ☐ Can I help students develop their AI literacy?
5. Review and critical evaluation	The results obtained must be evaluated critically (accuracy, reliability, relevance, timeliness, style) and validated. ☐ Have I clarified the generated material in accordance with professional standards, and have I reformulated it based on my own professional criteria? ☐ If I use AI support when assessing student work, am I really using it only as a decision-making aid? ☐ When using a plagiarism detector (e.g., Turnitin), do I use the appropriate settings and understand its limitations?
6. Ethical use and documentation	To ensure transparency and uphold academic integrity, the use of AI must be documented in the manner and to the extent specified in the regulations and the AI guide. ☐ Have I marked my AI-generated materials (presentations, figures) in accordance with Appendix 8.1 of the AI Guide?

3. Guidelines for students regarding learning activities

Artificial intelligence can also effectively support students' learning processes: **it facilitates the creation of tailored and adaptive learning experiences, self-assessment, and the precise monitoring of progress** (cf. Buda 2024, Ollé 202).

The use of AI-tools is permitted exclusively for support and supplementary purposes and cannot replace independent student work, human creativity, decision-making, or analysis. However, when the purpose of the task is specifically the use of AI or the development of relating skills, it can be used for more than just as a supporting tool.

3.1 Recommended and prohibited uses of AI

AI can be used as a supporting tool in learning, research and creative work, provided that it does not replace independent student work and is used and documented in a transparent manner. With regard to specific applications, the lecturers' guidelines provided in the course descriptions shall be followed.

Table 2: Recommended uses of AI

Field	Permitted uses of AI
Preparing for research	Assistance with topic selection, research design, and concept development; refining research questions; preparing a project plan and schedule
Brainstorming and creative support	Overcoming writer's block; generating ideas for titles and subtitles; outlining creative directions
Literature research and analysis	Identifying relevant sources; generating keywords; preparing literature reviews; assisting with the preliminary evaluation of sources
Learning Support	Requesting explanations of concepts; creating summaries; generating digital flashcards, interactive quizzes and learning materials
Data collection and data preparation	Supporting the generation, collection, or acquisition of data; preparing data structures
Methodological support	Generating survey questions; outlining methodological strategies; assisting with the design of research tools; drafting coding proposals
Data processing and analysis	Supporting the analysis of qualitative and quantitative data (e.g. generating Python scripts, creating Excel spreadsheets); assisting with the thematic coding of interviews; content analysis; preparing statistical analyses; identifying and correcting coding errors
Visualisation	Generating images, illustrations, charts, and infographics; developing visualization concepts
Preparing presentations	Preparing a presentation outline; providing visualization ideas; generating presentation graphics
Linguistic and stylistic support	Grammatical and stylistic corrections (especially in foreign languages); shortening texts; proofreading; linguistic stylization
Translation	Translation of technical and general texts
Professional communication	Preparing for professional interviews and discussions; drafting questions
Manuscript preparation	Drafting of texts; making structural suggestions; assisting with the logical organization of chapters

The latest recommendations, compiled and continuously updated by the University's ICT Research Centre, covering application areas and AI tools are available in the University's AI-toolkit.

The use of artificial intelligence **is prohibited in all cases where it violates academic integrity (ethical principles of scientific research[2]) or hinders students' independent work, and consequently, their learning.**

[2] https://mta.hu/data/dokumentumok/egyeb_dokumentumok/2024/Tudomanyetikai_Kodex_2024_VEGLEGES. pdf

Table 3: Unsupported uses of AI

Field	Prohibited AI practices
Submission of independent student work	Having practical assignments, essays, reflections, portfolios, or theses, in their entirety or in substantial parts, generated by AI, adopting them without modification, and submitting them as one's own work.
Content decision-making	Analyses, conclusions, interpretations, professional opinions, and the uncritical adoption of translations without critical evaluation or independent thought.
Assessment situations	The use of AI during exams, midterm papers, quizzes, or other assessed situations, unless specifically permitted by the lecturer.
Source Management and Citation	Use of non-existent (hallucinated) sources; unchecked or unattributed use of sources.
Data Management and Ethics	Uploading personal, sensitive, or protected data to AI systems without authorization; violation of data protection and ethical principles.

3.2 Documentation of AI-use and declaration

The author is responsible for the content (**correctness and errors**) of materials (documents and other media contents) prepared using AI **generated contents**.

It is **the student's responsibility** to learn and comply with the provisions set out in the Policy and the Guide, as well as to become informed about the expectations regarding the documentation determined by the lecturer on the basis of the course description.

If the student uses AI-based systems in his/her university documents (scientific work, assignments, presentations etc), he/she **is required to document the use of AI in the manner and to the extent specified by the University**, in accordance with section 8.1 of this AI Guide. Failure to do so, even in the case of supported AI use, may have consequences (e.g. rejection or downgrading of the assignment).

When submitting the thesis (and, if applicable, other written assignments), the student is required to **make a declaration** regarding the use of AI as follows (*see Appendix 8.3*) that he/she:

- has read and accepted the university's regulations regarding the use of AI,
- has responsibly obtained information about the possibilities and limitations of the artificial intelligence systems,
- is aware that, as an author, he/she is responsible for the information and statements contained in his/her work,
- is aware that any violation of the rules governing the use and documentation of AI is considered plagiarism (cf. Academic and Exam Regulation and AI Policy) and may result in consequences,
- indicates the tools used, their functions and where they were used.

Ethical questions using AI for the research work can be found in *Chapter 4* (Guidelines for research activities).

3.3 Summary table on students' use of AI

1. Orientation	Students must be familiar with the institution's rules and the course instructor's expectations. Since course requirements may vary, it is important to review the course syllabus and guidelines so that the student can understand what these tools are for and how to use them before the course begins. ☐ Am I familiar with the regulations and related guidelines regarding the institutional use of AI? ☐ Do I understand what and how I can use artificial intelligence in this course based on the course description?
2. Defining the goal	Students must know what they intend to use AI for and why (for example, for brainstorming, drafting, language checking, or to assist with research planning), which is a prerequisite for conscious and responsible use. ☐ Have I considered why and to what extent I am incorporating AI into my work; exactly what role do I specifically assign to it? ☐ Will my added value that proves may learning and knowledge remain even with AI support?
3. Choosing the right tool	It is always worth choosing a tool for the specific function and task, keeping in mind the constantly evolving range of options. It is advisable to develop an own, well-established 'AI toolkit'. The University's AI Toolkit and the student AI course can help with this; the latter is an elective course within the "Digital Competence - Entry into the World of Work" training package and is available to students in all study programmes. ☐ Did I choose the AI tool that best suits my purpose? ☐ Do I know the basic operation and limitations of the tool?
4. Efficient and mindful use	Successful application requires multiple iterations (refinements) and thus practice. Be sure to check privacy settings and avoid uploading sensitive or personal information. AI responses can be used directly for certain tasks (e.g. translation, language correction, code correction), while in other cases they serve more as inspiration or guidance. The way in which they are used is always determined by the purpose of the task and the expectations of the lecturer. ☐ Was I able to refine the answers using an **iterative approach** (through multiple attempts), rather than treating the first answer as final? ☐ Did I consider whether the AI response could be used directly for the given task or rather as inspiration / guidance? ☐ Did I take care not to share sensitive or personal information while using AI? ☐ Did I follow the instructor guidelines regarding the use of AI as outlined in the course or task description?
5. Review and critical evaluation	Students should always approach the results they receive with a critical eye, as this forms the basis for high-quality and responsible academic work. The accuracy of the content, the essential information, the writing style, and the grammatical correctness must be checked. ☐ Have I checked the accuracy, relevance, quality, and actuality of the information generated by the AI? ☐ Have I edited, proofread, and revised the text for style, grammatical accuracy, and professional appropriateness?
6. Ethical use and documentation	Students may incorporate the results obtained into their own work, but this may only be done in an ethical manner. The use of AI must be properly documented in accordance with institutional and academic expectations to ensure transparency and academic integrity. ☐ Is the use of AI consistent with institutional standards and course requirements? ☐ Have I documented the use of AI in accordance with *Appendix 8.1* of the AI Guide?

4. Guidelines for research activities

AI tools can provide useful support at several stages of the scientific creative process (cf. Madanchian & Taherdoost, 2025), however, their use is recommended only under human supervision and with reflective guidance. It is the researcher's professional and ethical responsibility to determine where justified support ends and unfair advantage begins.

4.1 Recommended and prohibited uses of AI

In accordance with the University's Policy (Article 10 (1), users are required to become familiar with the operation and terms of use of the AI-system they intend to use, as well as the risks associated with its use, in advance. In addition, it is worth sharing dilemmas regarding the use of AI with colleagues: cooperation and discussion among researchers can help form a consensus on what is still acceptable in a given field.

As an AI assistant, AI can accelerate and make the research process more efficient in the following areas, and **its use is therefore recommended** (Table 4):

Table 4: Recommended AI use at various stages of research

Research stage	**Supported activities (examples)**
Preparation	Topic search (e.g. Scopus AI), refining research questions, and creating a project plan and schedule (e.g., Copilot).
Literature	Exploring relevant sources (e.g., Scopus AI, Research Rabbit), creating summaries (even based on given content, e.g., Scite.Ai), generating keywords.
Writing and style	Overcoming writer's block, generating title ideas, correcting grammatical structures (especially in foreign languages), clarifying style, and shortening texts (e.g., Grammarly, DeepL).
Methodology	Generating survey questions, outlining methodological strategies, and writing code proposals (e.g. Copilot).
Analysis and coding	Content transcription (e.g., Teams), support for analysis and coding, debugging computer code (e.g., Copilot)
Presentation	Preparing a presentation outline, developing visualization ideas and diagrams (e.g., Prezi AI, Napkin AI).

AI tools for further research can be found in *Oktatásinformatika módszertana a felsőoktatásban – PedagógiaAI kiegészítés, 1. fejezet* [Educational Informatics in Higher Education – Pedagogical Supplement, Chapter 1].

The following activities constitute violations of research ethics or pose legal risks and are therefore prohibited (table 5):

Table 5: Ethical/legal risks of prohibited AI use

Activity	**Ethical/legal risks**
Indicating as own work or incorporating it without marking	Research misconduct, lack of transparency, deception, high risk of plagiarism / plagiarism.
Uncritical adoption	Lack of professional standing and validation.

Uploading sensitive data without anonymization to an open system	GDPR and infringement of third-party rights.
Breach of trade secrets	Leaking of proprietary information.
Failure to document	It constitutes an ethical violation under the AI Policy.

When writing a publication or other scientific work, the author is fully responsible for the entire content of the manuscript and for compliance with research ethics guidelines, even if a particular section was generated by artificial intelligence (COPE Council, 2024). Scientific journals have developed their own guidelines for the use of AI, therefore, documentation of AI use and any relevant declarations must be prepared in accordance with these guidelines prior to submission.

Journals may publish this information in several places:

- Instruction for Authors/ Guide for Authors
- Editorial Policies
- Submission Checklist
- AI Declaration

4.2 Summary table for researchers' use of AI

1. Orientation	Familiarization with publication requirements. Familiarization with journal-specific and institutional guidelines. ☐ Have I familiarized myself with the regulations and related guidelines regarding the institutional use of AI? ☐ Have I thoroughly learnt the specific publication requirements and AI guidelines of the selected journal?
2. Defining the goal	Be clear about what you want to use AI for and why, e.g.: source exploration, research planning, linguistic stylization. ☐ Have I considered at what stage of the research and for what specific task (source exploration, research planning, linguistic stylization) I will use AI? ☐ Have I clarified the justification for use and the expected added value in the process?
3. Choosing the right tool	Knowing possibilities and limitations, choose the AI-based tool that best suits your purpose, one that is scientifically validated (e.g., Scopus AI) or can be used with academic settings (e.g., DeepL Academic settings) to avoid hallucinations and the generation of non-existent sources. Find help in the University's AI Toolkit, in the handbook *Az Oktatásinformatika módszertana a felsőoktatásban – PedagógiAI kiegészítés, 1. fejezet* [Methodology of Educational Informatics in Higher Education – Pedagogical Supplement, Chapter 1] and in the workshops, self-paced courses offered by the ICT Research Centre. ☐ Have I verified that the tool I have chosen is scientifically validated (e.g., Scopus AI) or has academic settings that reduce the likelihood of generating hallucinations and non-existent sources? ☐ Have I considered the tool's limitations and privacy policy? ☐ Have I reviewed the available resources (e.g. the University's AI Toolkit) to select the optimal technology?
4. Efficient and mindful use	Effective use of the application requires multiple iterations (refinements) and thus practice. Care must be taken with privacy settings, and users should avoid uploading sensitive or personal data (e.g., sensitive data from survey responses) as well as unpublished measurement results to a public system. It is recommended to document the workflow and prompts for future reference. Responses provided by the AI (text, graphs, images) should always be verified.

	☐ Have I managed to avoid uploading personal, sensitive data or unpublished measurement results to public systems? ☐ Did I succeed in refining the answers through multiple attempts using an iterative approach?
5. Review and critical evaluation	The results obtained must be evaluated critically (accuracy, reliability, relevance, timeliness, style) and validated. ☐ Have I manually verified every citation and reference suggested by the AI against the original source documents? (It is mandatory to filter out any hallucinations.) ☐ Have I reviewed the generated outputs for possible cultural biases, stereotypes, or biased perspectives? ☐ Are the substantive conclusions of the research, the interpretation of data and the critical reasoning my own intellectual products as a researcher?
6. Ethical use and documentation	To ensure transparency and academic integrity, the use of AI must be documented in the manner and to the extent specified in regulations or publication guidelines. ☐ Have I referred to the use of AI in the text specifying the function and the tool (e.g. in the relevant figure, 'Methodology', 'Acknowledgments', or before the 'References'), in accordance with the journal's publication requirements? ☐ Have I checked the specific AI policy of the target journal or conference and its compliance?

5. Guidelines for administrative activities

The primary goal of using AI tools in administrative positions is to optimize workflows and reduce the burden of repetitive tasks: 'as a digital assistant', it can help prepare documents, refine communication and organize data. Since university administration often handles confidential data, maintaining public trust and ensuring strict data security are top priorities.

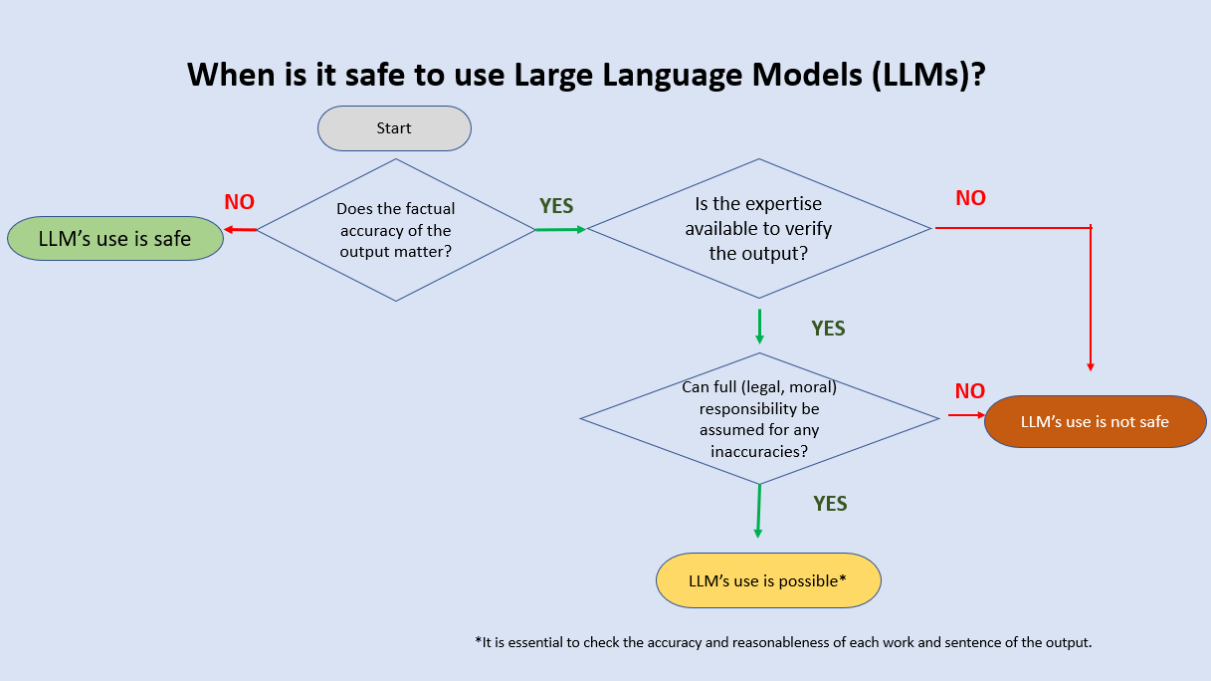

Figure 2: based on UNESCO's 2023 recommendation, created with Google Gemini

5.1 Recommended and prohibited AI use

Administrative activities can be supported by various AI tools, among which the use of tools that can be used within an internal, closed system (e.g. MS Copilot, MS Outlook, MS Teams) are preferred. These tools, by logging in with a workplace account, can help improve the efficiency and quality of administrative processes in the following areas:

Field	Supported activities (examples)
Correspondence in Hungarian and foreign languages	Drafting and summarizing (e.g., Microsoft Outlook, DeepL, Grammarly)
Translation and preparation of official documents, information materials	For foreign language students and colleagues (e.g. DeepL, Microsoft Copilot, Grammarly)
Preparation of marketing and communication tasks	Drafting invitations, newsletters, and social media posts, collecting creative concepts and program plans (e.g., Canva, Microsoft Copilot)
Preparation and linguistic stylization of regulations	Linguistic refinement of existing draft regulations, making them more accessible, and standardizing their format. (e.g., Microsoft Copilot)
Preparation of a summary analysis of data	For creating reports within an internal system (e.g., Microsoft Copilot) or in a public system in an anonymized form, e.g., room occupancy
Transcription and minute-taking	Automatically transcribing online meetings and creating summary reports (e.g. Microsoft Teams)
Advanced usage: **Creating an AI-agent**	AI agents not only generate texts, but also independently perform multi-step tasks and are capable of working across systems (e.g., collecting data, filling out forms, organizing files, and tracking deadlines). Microsoft Copilot is suitable for developing AI-based assistants within an organization.
Advanced usage: **Vibe coding**	Vibe coding (a chatbot-based software development method) enables users to create individual digital tools, such as complex data processing scripts, based on intentions expressed in natural language, without requiring programming expertise, thereby automating routine tasks (e.g., Claude)

It is important, that even in these cases, the received (generated) results must be treated critically and they must be validated in all cases.

It is strictly prohibited to use AI tools in any work process where data security cannot be guaranteed, or where the AI's automated decision would have a direct impact on students' or employees' legal status, allowances and equity matters.

Therefore, **the use of AI is not permitted** in the following administrative tasks:

Activities	Why is it prohibited / risky?
Processing of personal data	It is strictly prohibited to upload student or employee data (names, personal details, grades, salary information, health information) to public AI systems.

Decision-making	AI may not make decisions that fall within the purview of management or employers, such as in cases involving equity requests, performance evaluations, recruitment procedures for establishing an employment relationship, or in matters involving legal consequences under labour law.
Interpretation of regulations	It is risky to rely solely on the AI to interpret university regulations, as it may misquote sections or deadlines or misinterpret procedures.
Financial data	It is prohibited to upload budget plans and internal financial statements to public AI systems (business/institutional secrets).
Publication without review	It is prohibited to publish AI-generated documents on the university's official channels and platforms without prior review (risk of misinformation).

Permission must always be requested from the immediate superior for the use of AI in administrative tasks, and uniform procedures must be established for specific workflows within each organisational unit.

5.2 Summary table for AI use in administration

1. Orientation	Administrative staff are required to familiarize themselves with the university's current **data protection and IT policies**, as well as the guidelines issued by the head of their department. It must be clarified whether the use of artificial intelligence is permitted in the relevant administrative process (e.g., student information, record-keeping, internal communication), and if so, under what restrictions. ☐ Am I familiar with the regulations and related guidelines regarding institutional AI use? ☐ Do I understand the use and limitations of AI-based systems that support my workflows? ☐ Have I consulted with my immediate superior regarding the permitted use of AI in the relevant workflow (e.g., filing, student information)?
2. Defining the goal	It is necessary to specify exactly which administrative tasks the AI supports, such as drafting official emails, summarizing policies or minutes, and generating spreadsheet operations (e.g., Excel formulas). ☐ Have I considered whether the chosen objective falls under 'supported' and not 'prohibited' activities?
3. Choosing the right tool	In administration, preference should be given primarily to tools that are controlled and approved by the institution, preferably those with a closed system or an institutional subscription. Before using public, free platforms, it is important to consider whether the data processing terms of the platform in question meet the University's requirements. ☐ Have I checked whether the task can be solved in a closed-system subscription tool approved by the institution (e.g. Microsoft Copilot)? ☐ Have I carefully considered the data processing terms and conditions when using a public platform?
4. Efficient and mindful use	**It is prohibited to upload personal data** (names, identifiers), salary data, confidential decision-making materials, or internal official secrets to public/free AI tools. The generated text should be considered a draft that requires further human refinement.

	☐ Am I using a closed, institutional system; or, if not, have I verified that the content to be uploaded does not contain student or staff identifiers (name, date of birth, Neptun code, address, phone number)? ☐ Have I checked whether the data is not classified as public decision-making material, internal draft instructions, or confidential business information?
5. Review and critical evaluation	The response received must always be compared with **current university regulations, dates, and factual information**. AI tends to hallucinate, so the results must be manually verified before use. The use of AI does not exempt the employee from compliance with job responsibilities and data protection regulations. ☐ Have I compared the dates, legal references and deadlines generated by AI with university regulations and official sources? ☐ As on official document, letter or briefing, have I only forwarded text that has been professionally reviewed and approved?
6. Ethical use and documentation	**Transparency** is also important in administrative processes. For content created by AI, such as summaries or diagrams, citing the source is mandatory. The employee is always responsible for the final document; the use of AI does not exempt one from formal or technical errors. ☐ Has the fact and extent of the use of AI been reported to superiors in accordance with Annex 8.1 of the AI Guide? ☐ Do I acknowledge and accept full professional responsibility for the content of the document issued?

6. Marking and referencing products made with artificial intelligence

The specific recommendations below are based on international (cf. An–Yu–James 2025; Caulfield, 2024; Russel Group 2023; Mouro–Romeiras–Couvaneiro 2025) and national (Rajki, T. Nagy és Dringó-Horváth 2024; Dringó-Horváth 2026) comprehensive AI recommendations published so far.

With regard to copyright, it is important to note that AI applications are not considered authors, as they do not have legal personality. However, the use of generative AI carries significant risks of plagiarism and copyright infringement, as it may generate copyrighted content (cf. Beraczkai, 2024), therefore it is recommended only for use in specific tasks.

As a general rule, the use of AI must be indicated where the use of non-AI tools and support must also be indicated. Examples for this can be found in Table 6:

Table 6: Marking possible sources related to activities

Activity	Traditional tools	AI tools
source collection	Google Scholar	Elicit, Research Rabbit
data analysis	Excel, SPSS	ChatGPT, MS Copilot
data visualisation	Excel, SPSS	ChatGPT, MS Copilot
proofreading	name of the person	DeepL, Quilbot, MS Copilot
illustration, image	Freepik	DALL-E
translation (where applicable)	name of the person	DeepL, MS Copilot, ChatGPT
professional interview	name of the person	MS Copilot, ChatGPT, Character.ai

In accordance with the University's Research Ethics Guidelines, the ethical rules of academic writing must be observed when **indicating works** created by generative AI tools. The recommended **citation examples are provided** *in Appendix 8.1*. If necessary, the following style guidelines are available for proper citation in a bibliography: APA; MLA; Chicago. Individual academic fields, institutes and departments may determine their own specifications that correspond to their academic field.

In addition to the citation methods detailed above and shown in the examples, students are required to make a separate statement in the cases specified (according to the Academic and Exam Regulation, course description etc), regarding the form and extent to which they used AI applications in their work, *the sample statement is included in Appendix 8.3*. Lecturers have the opportunity to reflect on students' AI use when assessing student work (e.g. theses, assignments), a sample form for this purpose is *provided in Appendix 8.2*.

6.1 AI detection and the legal consequences of unethical AI use

Regarding various AI detectors or plagiarism checkers that incorporate AI, it can be clearly stated that these are **unreliable, and their results cannot be used as evidence to support a decision of misconduct** (cf. Educator FAQ)3.

Therefore, even **Turnitin plagiarism detector**, subscribed by the University, is only partially capable of detecting texts generated by AI. According to its operating principles, it can distinguish between human and machine-generated text based on linguistic characteristics. However, the detector provides a percentage value for potential AI use only for certain numbers of characters and languages, but according to the software's terms of use it cannot be used for the purpose of taking disciplinary action. The Turnitin website also notes that if the AI-detected test is below 20%, the result may be incorrect. The website provides additional, regularly updated information on this topic, it's worth keeping an eye on it.

If a lecturer suspects that a student has used the AI improperly (e.g. without references or in an unauthorized manner), it is advisable to request a second review; if the suspicion of improper AI use still remains, there are two possible scenarios:

- There are quality objections to the thesis work (factual errors, inappropriate use of words for the type of text, irrelevant references) – in this case, the student's work can be graded with reference to these in the evaluation.
- The thesis meets all requirements, but is completely different from the student's previous performance – in this case, the written work is evaluated according to the assessment criteria, and during oral examination, the student should be asked to provide a detailed account of all the academic literature, sources and conclusions used in the thesis (see: Appendix 8.2).

If disciplinary action is initiated, the lecturer must be able to prove the student's misconduct, for example, through written feedback and recommendations provided during the supervision of the thesis that reflect on the student's work so far and on the suspicion of improper AI use therein.

Turnitin application is currently capable to detect the following:

- Showing text matches – however, it is the lecturer's responsibility to check if the accuracy of the result (since it marks all matches in percentage, including word for word or content-based citations correctly marked by the student or bibliography items – therefore, proper configuration is essential when using this feature, e.g. turning off the tracking of citations and references!)
- In the similarity report, colours are assigned to the percentage values to indicate the degree of similarity for the entire text: blue – 0%, green – 1-24%, yellow – 25-49%, orange – 50-74%,

red – 75-100%. For obvious reasons, this AI guide does not go into the consequences of plagiarism identified by the lecturer.

As regards the determination of student plagiarism arising from the risk of plagiarism associated with the use of AI, and the applicable consequences, the University's Student Requirement System, Academic and Exam Regulation, Doctoral Regulation and the Research Ethics Policy must be taken into account. If an employee of the University uses an AI tool in an unethical or unlawful manner, proceedings may be initiated against him/her according to the Research Ethics Policy, and the unlawful conduct may also have labour law consequences

6.2 Training courses on the effective integration of AI at the University

The University's ICT Research Centre provides technical and pedagogical-methodological trainings to all employees – including teaching and research staff, and staff in support and administration. These follow the University's quality assurance guidelines and are therefore also accounted for in the lecturer's performance evaluation system (Károli TÉR).

The Centre is continuously developing AI-related **workshops and courses** in response to current challenges, at present, the following areas are covered:

- Course design based on learning outcomes,
- Integrating artificial intelligence into teaching and learning practices,
- Artificial intelligence in assessment – re-evaluating our assessment,
- Prompting techniques,
- Turnitin – plagiarism detection software training,
- Essay and thesis writing in the age of AI,
- Translation and linguistic work using artificial intelligence,
- Artificial intelligence in research,
- Artificial intelligence in administration,
- AI literacy as a source of conflict?
- Artificial Intelligence in Higher Education – KRE Guide – a self-paced course,
- and six self-paced courses in the framework of DigComEdu digital competence development, with AI contents (on the basis of the handbook: Dringó-Horváth et al. 2025: *Az Oktatásinformatika módszertana a felsőoktatásban – Pedagógiai kiegészítés* [The Methodology of Educational Informatics in Higher Education – Pedagogical Supplement]

Detailed descriptions can be found in the interactive training portfolio, while those interested can find information about current trainings on the Ozone course administration platform. Personal consultation appointments related to the topic can also be booked on the website.

7. Literature

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8. Appendices

8.1. Examples of references to the use of AI

8.1.1 Example of source marking

To develop our search strategy, we used keyword searching in the KRE Library database to explore the literature. Our search keywords were ....” “AND “ “ OR

In addition, the following search question was entered into the ***Elicit*** AI-based programme to explore further sources.

For our manual search, we used the ***Research Rabbit*** application in order to explore additional highly cited articles relevant to the current topic.

On the basis of ***SciteAI***, we identified the most cited sources, and based on this, the sources that were cited at least 5 times were included in our research.

8.1.2 Example of data analysis

Age	18–25	26–30	31–40	41–50	51–60	61–70	70+
Number	4	4	5	3	0	0	0

Figure 1 Age distribution (own ed. made with ChatGPT)

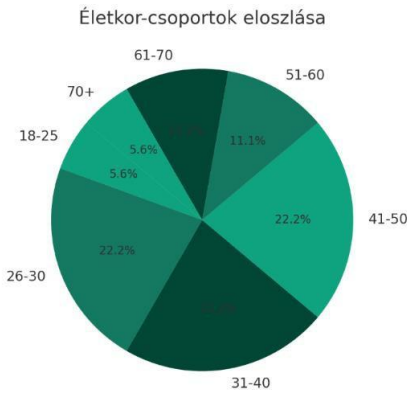

Figure 2 Age distribution (own ed. made with ChatGPT)

8.1.3 Example of proofreading, translation

English text: „Artificial Intelligence (AI) systems are software (and possibly also hardware) systems designed by humans that, given a complex goal, act in the physical or digital dimension by perceiving their environment through data acquisition, interpreting the collected structured or unstructured data,

reasoning on the knowledge, or processing the information, derived from this data and deciding the best action(s) to take to achieve the given goal."

Hungarian translation: „*A mesterséges intelligencia (AI) rendszerek olyan emberek által tervezett szoftveres (és esetleg hardveres) rendszerek, amelyek egy komplex célt kitűzve fizikai vagy digitális dimenzióban cselekednek azáltal, hogy adatgyűjtés révén érzékelik környezetüket, értelmezik az összegyűjtött strukturált vagy strukturálatlan adatokat, következtetnek az ezekből az adatokból származó ismeretekre, vagy feldolgozzák az információkat, és döntenek az adott cél eléréséhez szükséges legjobb cselekvés(ek)ről*."

(High-Level Expert Group on Artificial Intelligence, 2019.6., Translated with www.DeepL.com/Translator - free version)

8.1.4 Example of illustrations, image generation

Figure 3 AI helps to write the paper (source: own ed. using DALL-E image editor)

8.1.5 Example of generating case study, text example

This example shows the generation and use of a professional interview.

The interview was recorded with ChatGPT, so this is rather a hypothetical conversation. The instruction given to the ChatGPT is: "Talk to me as if you were a school psychologist" (generated on 25 April 2024).

The full text of the conversation is available: https://chat.openai.com/share/8ad3f3ce-c7a9-439c-a406-

"As a school psychologist, I encounter many different types of problems, which vary depending on individual differences. Some common issues that students come to me with include:

- ***Anxiety and stress**: many students struggle with stress caused by school pressures and expectations, including concerns about exams, performance and relationships with classmates.*

- ***Learning difficulties***: *some students have learning difficulties, such as dyslexia or attention deficit hyperactivity disorder (ADHD) which can affect school performance."*

8.2. Sample feedback on student use of AI

The evaluation document for the submitted work/paper may be supplemented with comments regarding the use of AI (similar to the declaration regarding format, language, and plagiarism):

Is the thesis acceptable (underline the appropriate one)?

1. In terms of format and length, the thesis meets / does not meet the requirements set forth in the current Academic and Exam Regulation.
2. The thesis contains / does not contain text that constitutes plagiarism.
3. The thesis is linguistically acceptable / unacceptable.
4. There is* / in not a suspicion of unmarked and/or improper use of artificial intelligence.

* If any suspicion arises, the student must provide a detailed account of all the academic literature and sources used during the thesis defence.

8.3 Student declaration regarding the use of AI

(Name, Neptun ID) I hereby declare the following regarding the submitted work/paper/project:

- I have read and understood the University's AI Policy (Policy on the Use of Artificial Intelligence) and its practical AI Guide and therefore
    - I have used AI tools responsibly, taking their limitations into account, based on the recommendations provided;
    - I have followed the prescribed format for citing sources.
- I have checked all the data and facts presented here, and I take full responsibility for their accuracy.
- As the author, I acknowledge my solely responsibility for the content of this work.
- I am aware of the disciplinary and plagiarism-related consequences of failing to comply with documentation requirements.

During this project, I have used the following tools for each specific function in the following locations. (List them, the examples in the table serve as an example!)

Usage function	Tool used	Place of use
source exploration	e.g. Scopus, Elicit, Scite.ai, Research Rabbit	e.g. literature review and bibliography
development of a measurement tool	e.g. ChatGPT, Copilot, Gemini	e.g. development of a questionnaire / interview protocol, etc.
data analysis	e.g. ChatGPT, Copilot, Gemini, Atlas.ti	e.g. I requested reports for analysis of my anonymized data based on the instructions provided.
data visualisation	e.g. ChatGPT, Copilot, Gemini, Gamma	e.g. I used the tool to generate a chart based on the data provided
stylization, proofreading	e.g. DeepL, Quilbot, Copilot	e.g. I used the tool to stylize the written text, and then I reviewed and corrected the resulting text.
illustration, image	e.g. DALL-E, NotebookLM	e.g. I generated an explanatory overview diagram based on the provided content.
translation	e,g, DeepL, Grammarly, CoPilot, ChatGPT	e.g. I used this software to translate the quotes in Chapter XY.
other AI use	e.g.	e.g.

Budapest, …… (date)

Author: ……..