PRINCIPLES AND RECOMMENDATIONS FOR USING GENERATIVE AI AT THE EHU

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Vice-Rectorate for Academic Affairs and Digital Transformation, in collaboration with the Vice-Rector for Research

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1.
INTRODUCTION

Generative Artificial Intelligence (AI) tools are increasingly being used in academic and scientific fields. This document aims to define the principles for using generative AI at the EHU so that, in line with its legal and ethical framework, it can serve as a guide for all members of the university community.

2.
CONTEXT.
WHAT IS GENERATIVE AI?

Generative artificial intelligence (generative AI) is a branch of artificial intelligence that focuses on creating new content from existing data. Generative AI learns patterns and structures from large volumes of data and, once trained, can produce original content that mimics those patterns. To do this, it uses advanced models, such as deep neural networks, to generate text, images, music, code, videos, etc.

Given its potential, generative AI has established itself as an emerging technology with significant applications in a large number of sectors. Its ability to create original content, such as text, images, audio, code, etc., from existing data has made it possible to optimise processes, improve productivity, and expand creative possibilities.

In the healthcare sector, for example, generative AI is used in various applications such as automated medical report writing, generation of synthetic images for diagnostic model training, assisted drug design, and the development of virtual assistants for patients and professionals.

In the creative and cultural industries, generative AI is used to produce visual, musical and literary works, as well as in graphic design, scriptwriting and generating interactive content for video games and digital media.

In the business sector, it has been implemented to automate administrative tasks, write reports and emails, generate presentations, analyse data and develop personalised marketing campaigns. It is also common to find solutions where it is used in customer service systems through advanced chatbots.

In the education field, this technology can be used to create personalised content, automatically generate exercises and assessments, translate teaching materials, provide support for students through virtual tutors, etc.

In the field of scientific research, generative AI facilitates the preliminary drafting of articles, the simulation of experiments, the analysis of large volumes of data, and the technical translation of publications, among other things.

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While these applications offer significant benefits, it is important to bear in mind that, despite its advantages, generative AI presents risks and limitations. Only then will it be possible to use these tools consciously and responsibly. The risks and limitations of generative AI tools are listed below:

1	Misinformation and generation of false content: Generative AI can generate convincing but false content. Therefore, one should be critical of the information generated.
2	Plagiarism and copyright: If the generative AI tool used was trained with unlicensed data, it may reproduce fragments of protected works. So it is important to know about the data with which the algorithms have been trained in order to avoid plagiarism.
3	Privacy and misuse of data: If AI tools are trained with personal or confidential data, the content generated could reveal sensitive information. So it is essential to ensure the protection, privacy and security of data.
4	Discrimination and bias: It reproduces prejudices present in the training data, which can lead to unfair and/or discriminatory results. Therefore, it is important that the AI tools used are trained with data that ensures fairness.
5	Impersonation: It is important to be aware that certain generative AI tools can imitate voices, faces or writing styles, facilitating fraud or deception.

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3.
CHALLENGES OF USING GENERATIVE AI IN HIGHER EDUCATION

The use of generative AI in universities poses a number of challenges that must be considered and calls for reflection on the teaching-learning process, research and all academic activity in general.

The presence of generative AI directly impacts virtually all teaching activities, both for teachers and students. Given that the objective of the teaching-learning process is to train students in various skills, the acquisition of these skills is directly affected by the use of generative AI solutions.

Among others, skills such as critical thinking, information management, and even autonomy and self-regulation in the teaching-learning process can benefit significantly. Likewise, the use of generative AI in teaching practice highlights the need to improve students' and teachers' digital culture and to work further on other specific digital skills such as prompt engineering. Furthermore, it could undermine creative skills such as critical thinking and innovation, which are cross-cutting in the EHU and fundamental to the search for novel solutions.

The use of generative AI also forces us to rethink a key aspect of the teaching-learning process: assessment systems. It is common practice for students to submit a final document as the result of an assignment or activity. With generative AI, it makes no sense for assessment systems to be solely designed to grade the final deliverable, especially if it is a written document. Instead, it should assess the process of carrying out the activity itself. That is why greater emphasis should be placed on classroom participation, and debates, guided activities in the form of challenges, classroom or computer-based practical work, etc. should be common activities in teaching practice. In other words, students' active, hands-on engagement becomes essential to their learning process, both in and outside the classroom.

In addition, greater importance should be attached to (written or oral) face-to-face assessment tests, rather than the assessment of the final deliverable (written document).

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One of the most significant advantages of using generative AI in universities is that it can let you customise students' teaching-learning process, enabling students to acquire the expected skills more efficiently. Conversely, relying on generative AI tools may be viewed as reducing the human element in learning, so it is essential to strike a balance between the two.

Research is one of the sectors that could be most affected by generative AI, which has great potential to speed up scientific discoveries and make research processes faster and more efficient. Examples such as the rapid production of text summaries from different sources in extremely large corpora, and the automatic contextualisation and analysis of existing literature in a broad area of knowledge, mean that the use of generative AI facilitates research activity.

Finally, the use of generative AI solutions by both teaching and research staff and also by technical management, administrative and services staff should help them perform their daily activities far more efficiently, as repetitive tasks would be carried out automatically, thus freeing up more time for value-added activities.

3.1. PLAGIARISM AND THE USE OF GENERATIVE AI

According to the current *Protocol on Academic Ethics and Prevention of Dishonest or Fraudulent Practices at the EHU*, plagiarism is defined as copying other people's work without citing the source and presenting it as one's own. In other words, plagiarism involves misappropriating ideas, texts or other materials without proper acknowledgement, which constitutes a dishonest practice contrary to academic integrity. In the case of content generated by artificial intelligence, it should be noted that this is not a literal copy of someone else's work, but rather new content generated algorithmically.

Therefore, not all use of generative AI could be considered plagiarism in the strict sense; however, using it non-transparently or without proper citation may still constitute an ethical or regulatory violation, as the EHU establishes academic honesty as a principle and requires that authors acknowledge the origin of materials used in assessable work.

Using these generative AI tools may not only mean that students do not acquire the specific skills of the subject, but could also be considered fraud if their use is not explicitly mentioned.

Several studies have shown that current AI-generated text detectors have a high rate of false positives, and that teachers' intuition seems to work even less reliably. In fact, there are generative AI tools specifically designed to modify text so that it becomes undetectable by this type of detection software.

Therefore, banning the use of generative AI at university is considered meaningless, among other reasons because it is virtually impossible to detect. What is needed instead is a set of responsible-use principles in line with academic integrity and our regulatory framework.

4.

PRINCIPLES FOR USING GENERATIVE AI AT THE EHU

4.1. BACKGROUND INFORMATION

This section summarises the basic regulatory framework governing the use of generative AI at the EHU. This framework has been developed in recent years, based on current legislation and the guidelines of leading international bodies in the European Higher Education Area.

The point of departure is the *EHU Code of Ethics* (2024), which establishes honesty, truthfulness, responsibility and rigour in all academic, research and assessment activities as fundamental principles.

The *Protocol on Academic Ethics and Prevention of Dishonest or Fraudulent Practices,* drafted in line with rigorous legal and academic harmonisation work, describes this framework in far greater detail, considering academic fraud to be the presentation as one's own of a product of which one is not the direct author, which may include

the undeclared use of AI systems in preparing assessable work. This protocol was incorporated into the *EHU's Coexistence Regulations* in 2023.

For its part, the *European Code of Conduct for Research Integrity* (ALLEA, 2023) defines plagiarism as the appropriation of other people's material without giving proper credit; and warns that concealing the use of generative AI tools in writing publications is also an unacceptable practice in the field of research. This code promotes transparency in methods, as well as individual responsibility in all phases of academic and scientific work.

Finally, this general framework can be specified and adapted through specific recommendations and teaching guidelines, the drafting and dissemination of which is the responsibility of the EHU's centres and departments. Most notably, these include the *Code of Good Practice of the EHU Doctoral School (DOKe).* Approved in 2020, it does not expressly mention generative AI, but does establish principles applicable to its use, as it requires original authorship and respect for

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intellectual property in theses and academic works, prohibits plagiarism, and refers to institutional guidelines on academic honesty.

Consequently, using generative AI at EHU is not prohibited, but it does require transparency, giving proper credit and ethical use, in accordance with institutional principles of academic integrity.

4.2. PRINCIPLES

This section describes the principles for the use of generative AI that are aligned with the aforementioned regulatory framework.

1	Fairness	The use of generative AI must be based on the principle of fairness, guaranteeing access to all members of the university community, without any form of discrimination. The use of generative AI platforms that offer biased and discriminatory results should be avoided.
2	Ethics	All use and development of generative AI must be based on the ethical principles recognised by the EHU. This implies acting with responsibility, transparency and fairness at every stage of the design, implementation and application of these technologies. It is essential to ensure that generative AI is not used for any purposes liable to violate human dignity, encourage discrimination, manipulate information or compromise people's privacy.
3	Confidentiality	The use and development of generative AI must be based on the principle of confidentiality, ensuring the protection, privacy and security of personal and institutional data that might be sensitive, such as personal identifiers, private contact details, financial data, etc.
4	Academic honesty	A lack of honesty and responsibility in the use of generative AI can directly impact the entire educational process, especially assessment processes. Therefore, any use of generative AI systems must be explicitly stated in the work and content generated, especially in work such as bachelor's theses, master's theses or doctoral theses. Appendix I provides instructions on how to declare the use of generative AI. Appendix II provides an example of how to include this recommendation in a Teaching Guide, in line with the principles and recommendations set out in this document.

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5	**Transparency**	As far as possible, generative AI developments carried out by the university's different research groups should publicly disclose both the algorithms and neural models used and the databases used in training them.
6	**Training**	Promoting the use of generative AI solutions must go hand in hand with the training and education of users. This training can be provided gradually and across the board, adapted to different disciplines and integrating technical, social and ethical aspects of the technology.
7	**Open collaboration**	Responsible and effective use of generative AI must go hand in hand with a culture of open collaboration and shared knowledge among all those involved. users, research and teaching staff, developers, and institutional leaders.
8	**Supervision**	Generative AI solutions must be used and also developed in a controlled manner and by appropriately-skilled personnel, thus avoiding the use of generative AI solutions that make fully automated decisions, and respecting the principles listed here.
9	**Sustainability**	The use and development of generative AI solutions will take into account sustainability and responsible development in terms of environmental impact and energy consumption. Furthermore, the design, implementation and use of generative AI systems must be aligned with the Sustainable Development Goals, such as combating climate change, reducing inequalities, improving education, promoting health and well-being, and strengthening inclusive and equitable institutions.
10	**Social contribution**	All development of generative AI solutions should be geared towards creating social value, actively contributing to the resolution of the major challenges facing humanity at a global level. This principle implies that AI should not be conceived solely as a technological or commercial tool, but as an instrument at the service of the common good.

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5.
RECOMMENDATIONS WHEN USING GENERATIVE AI AT EHU

This section describes the basic recommendations that the university community's different groups should follow in their day-to-day activities. It also lists the non-recommended uses that should be avoided.

For teaching and research staff

Recommended uses of generative AI:

1. For teaching-related activities.

Generative AI tools can be used to improve the efficiency of various teaching activities, such as:

- Planning courses and subjects
- Generating teaching materials. Helping to generate ideas for further development
- Adapting teaching materials for students with Specific Educational Needs (SEN)
- Generating teaching support content based on existing material: presentations, examples, summaries, etc.

- Support in editing and revising texts
- Generating and editing audiovisual elements such as videos, podcasts, etc.
- Support in creating tutorials and practical exercises
- Support in translating materials
- Searching for sources of information and generating summaries of bibliographic reviews

In assessments, generative AI tools can be used to support the following tasks:

- Generating assessment rubrics
- Preparing assessment exercises. Assistance in generating ideas for assessment exercises and topics for assignments and projects
- Generating exam questions based on the teaching material used in the course
- Assistance in improving productivity in correction tasks

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Generative AI should be used in student-oriented activities, as long as it is used responsibly, that critical thinking is encouraged, and that staff stress that students need to declare whether they have used generative AI in their activities.

Therefore, the teaching guide should explicitly clarify how AI can and cannot be used in carrying out subject activities; and that the EHU plagiarism protocol could be activated, with the pertinent academic consequences, if generative AI is used fraudulently. (See example in Appendix II.)

2. For research-related activities

- Searching for sources of information and analysing literature
- Generating dissemination material in different formats
- Generating hypotheses and research questions based on existing literature
- Designing experiments
- Assistance in data collection, extraction, validation, simulation, and analysis
- Support in writing scientific texts
- Generating new ideas and identifying existing research gaps in a given field

Prohibited uses of generative AI:

- Entering personal data of students or research subjects
- Uploading confidential documents or documents containing sensitive personal or institutional information

For Students

students need to understand the potential and limitations of generative AI so that they can use it in their learning process. In this regard, it must be stressed that they need to use these tools in a way that encourages critical thinking and responsible behaviour.

Recommended uses of generative AI:

- Searching for information and supplementary teaching materials
- Support in generating ideas that serve as a starting point for academic work
- Support in understanding and organising information better. Generation of summaries, concept maps, etc.
- Editing and revising texts
- Self-assessment of progress, generating exercises and exam questions to assess the extent to which they have acquired skills
- Learning language skills

Prohibited uses of generative AI:

- Presenting content generated by generative AI as your own
- Using content generated by generative AI in work without declaring its use
- Using generative AI to answer exam questions or continuous assessment questions, when its use is explicitly prohibited

For Technical Management, Administrative and Services Staff

generative AI tools can significantly improve the administrative tasks of the EHU, thereby improving the efficiency of the services offered, such as user support, information and content management, data analysis, etc.

Recommended uses of generative AI:

- Support in drafting documents

- Summarising existing documentation, provided that it does not jeopardise the privacy, protection and security of sensitive data
- Translating texts
- Automating administrative tasks
- Improving communication through virtual assistants (chatbots) to generate automatic and personalised responses
- Support in code generation for the implementation of computer applications and other necessary resources (databases, etc.)
- Data analysis for decision-making

Prohibited uses of generative AI:

- Entering confidential data
- Automating processes without adequate procedures and supervision

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REFERENCES

ALLEA – All European Academies. (2023). The European Code of Conduct for Research Integrity (Revised Edition 2023). https://allea.org/code-of-conduct/

EHU (2020). *Code of good practice of the Doctoral School of the UPV/EHU.* https://www.ehu.eus/es/web/doktorego-eskola/doke-c%C3%B3digo-de-buenas-pr%C3%A1cticas

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UNESCO (2024) Guidance for generative AI in education and research

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research. https://research-and-innovation.ec.europa.eu/document/2b6cf7e5-36ac-41cb-aab5-0d32050143dc_en

Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024 laying down harmonised rules on artificial intelligence. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32024R1689

7.

APPENDIX

APPENDIX I:

1. INTRODUCTION

This appendix describes the guidelines for citing the use of generative AI in the generation of the following documents:

- Bachelor's Theses/Master's Theses/Doctoral Theses
- Written assignments

Additionally, the teaching guide should include the requirement to declare the use of generative AI in the projects and activities carried out in the course, with reference to this appendix. (See an example in Appendix II.)

This document has been drafted in line with the citation recommendations of the APA (American Psychological Association, 2020), (McAdoo, 2023) and the work carried out in the Faculty of Social Sciences and Communication.

2. GUIDELINES FOR CITING THE USE OF GENERATIVE AI

It should be noted that although there are many generative AI tools that produce text, audio, images, video, etc., this document provides examples of how to cite the use of generative AI in the production of texts specifically using ChatGPT.

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This document refers to the following uses of generative AI:

1. Generative use	ChatGPT is used to generate content, either in its original form or adapted through re-writing.
2. Auxiliary use.	ChatGPT is used to translate expressions that are subsequently included in the text.
3. Consultative use.	ChatGPT is used as a source of information or for processing information, generating ideas, etc., which are then developed in the text.

1. **Generative use**

When ChatGPT is used to generate text, there are three different cases depending on how and where the prompt that generated the text is indicated.

1.a) **The prompt is integrated into the written text .**

In the text:

"Is the distinction between the left and right sides of the brain real or a metaphor?" When you ask ChatGPT about this, although it admits that "the distinction between the hemispheres responds to a certain specialisation", it also considers that "the distinction between 'right-brain' and 'left-brain' people can be considered a simplification and a widespread myth" (OpenAI, 2023).

Reference:

OpenAI. (2023). *ChatGPT* (March, Version 14) [Large Language Model, LLM]. https://chat.ope-nai.com/chat

1.b) **The prompt is not integrated into the text and the complete transcription is attached.**

In the text:

Certainly, "different regions of the brain work together in the development of cognitive processes" and "the functional specialisation of different regions can be modified in response to experience and environmental factors" (OpenAI, 2023; for the full transcription, see Appendix A).

Reference:

OpenAI. (2023). *ChatGPT* (March, Version 14) [Large Language Model, LLM]. https://chat.ope-nai.com/chat

1.c) **The prompt is not integrated into the text and is cited as a shared link**

In the text:

Certainly, "different regions of the brain work together in the development of cognitive processes" and "the functional specialisation of different regions can be modified in response to experience and environmental factors" (OpenAI, 2023)

Reference:

OpenAI. (2023). *ChatGPT* (March, Version 14) [Large Language Model, LLM]. https://chat.openai.com/share/b2943d49-f887-4a93-8a27-388889ec4bfa

The text inserted in this case must be present in the referenced conversation. If there are more conversations, they must be cited as different documents: (OpenAI, 2023a), (OpenAI, 2023b), etc.

2. **Auxiliary use**

When generative AI is used for translation, it must also be referenced throughout the text. If it has been taken verbatim, the text should be shortened, its source cited, and it should be

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mentioned that it is a translation of the original text produced by AI.

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In the text:

"Testuaren gorputzean zitazioa eginez, idazleak azaltzen du beste ikertzaile batzuen aldez aurreko lanek inspiratu edo arrazoitu dutela haren idazketa. Hala, ariketa honen bidez, testua nola eraiki den eta bertan argudiatu eta azaldutako ideiak irakurtzen dituenak uler ditzake." (Martínez Palacios eta Legarreta Iza, 2017; automatic translation, Elhuyar 2024)

Reference:

Elhuyar. (2024). *Elia [neuronal translator: English to Basque]* https://elia.eus/itzultzailea (Consulted on: 2025/07/14)

Martinez Palacios, J., & Legarreta Iza, M. (2017). *Gizarte eta Komunikazio Zientzietan bibliografia eta aipuak txertatzeko moduari buruzko gidaliburua. UPV/EHU [Online],* eskuragarri hemen: https://www.ehu.eus/documents/1760370/2932796/guia_referencias_eusk_cast+05_09_2017.pdf [Consulted on: 2025/07/14]

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3. **Consultative use**

In addition to text generation, rewriting, and translation, ChatGPT can be used as an advisory, assistance, and/or consultation tool:

- Writing assistance: style and/or spelling correction
- Searching for and processing information that is useful for preparing the project
- Help with the research process (data analysis, research design, etc.)
- In these cases, the use of generative AI must be cited in the corresponding section, for example, theoretical framework, methodology, analysis of results, etc. In these cases, it is not enough to cite the prompt used. Instead, often it will be necessary to give a more general description of the interaction with the generative AI environment, describing the process, the data and the documents with which the tool has been trained.

REFERENCES:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://apastyle.apa.org

McAdoo, Tymothy (2023), "How to cite ChatGPT", American Psychological Association [Online], available at: https://apastyle.apa.org/blog/how-to-cite-chatgpt [Date consulted: 11/07/2025]

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APPENDIX II

This appendix includes a simple 3-point clause for inclusion in Teaching Guides, which could be adapted by other educational establishments. The text is inspired by the work carried out at the Faculty of Education, Philosophy and Anthropology and the Faculty of Social Sciences and Communication.

1. The use of generative Artificial Intelligence tools is fast becoming widespread in academic and scientific fields. In this context, the document *Principles and recommendations for the use of generative AI at the University of the Basque Country* lays down the obligation to declare the use of generative AI in the work and activities carried out in the subject/Bachelor's Theses/Master's Theses, as explained in Appendix I of the document.

2. To ensure that these technologies are used responsibly, it is recommended that, in any academic or research work, the author or authors: (1) explicitly declare which generative AI tools have been used (indicating name, version, date, etc.), and clearly describe their function in the process of preparing the work; (2) only use generative AI only as a support resource. Under no circumstances should it replace their own intellectual work, and they should properly cite the prompts and results obtained when these are included in the work. If in doubt about how to do this, see Appendix I of the aforementioned document.

3. Any inappropriate use of these tools — such as the inclusion of automatically generated content without critical review, adaptation or clear references — will be considered a breach of the *Protocol on Academic Ethics and Prevention of Dishonest or Fraudulent Practices in Assessment Tests and Academic Work at the EHU*, leading to the corresponding academic consequences.

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8.
FAQs

1. Is the use of generative AI permitted at EHU?

Yes, its use is not prohibited, but it must be used in a transparent, ethical and responsible manner, in accordance with the institutional principles of academic integrity.

2. What principles govern the use of generative AI at EHU?

The principles are as follows:

- Equity
- Ethics
- Confidentiality
- Academic honesty
- Transparency
- Training
- Open collaboration
- Supervision
- Sustainability
- Social contribution

3. When is the use of generative AI considered fraudulent?

When it:

- Presenting AI-generated content as your own without declaring it.
- Using AI in assessment tests where it is explicitly prohibited.
- Entering personal or confidential data into AI tools without adequate protection.

4. How should the use of generative AI be declared in academic work?

You must indicate the following:

- Name, version, and date of the tool used.
- The specific function it has fulfilled in the work.
- Proper citation of the *prompts* and results included. See Appendix I for citation examples according to type of use (generative, auxiliary, consultative).

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5. What uses are recommended for teaching and research staff?

- Generating teaching materials.
- Translating and adapting content.
- Designing exercises and assessment rubrics.
- Support in assessment tasks.
- Support in research: data analysis, scientific writing, hypothesis generation.

6. What uses are recommended for students?

- Searching for information and generating ideas.
- Organising and understanding content.
- Editing and revising texts.
- Self-assessment through AI-generated exercises.

7. What uses are recommended for Technical, Management, Administrative and Services Staff?

- Writing and summarising documents.
- Translating texts.
- Automating administrative tasks.
- Improving customer service through virtual assistants.

8. What uses are prohibited for all groups?

- Entering personal or confidential data into AI tools.
- Automating processes without adequate supervision.
- Using AI to generate content without critical review or citation.

9. What are the consequences of misusing generative AI?

It may be considered a violation of the Protocol on Academic Ethics and lead to academic consequences, such as the activation of the plagiarism protocol.

10. Where can I find examples of how to cite the use of generative AI?

Appendix I to this document provides detailed examples for different types of use (generative, auxiliary, consultative), following APA standards.

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