Dean's Instruction No. 1/2025 (XII. 15.)

Applicable to the ELTE Bárczi Gusztáv Faculty of Special Needs Education, on the faculty policy on the use of artificial intelligence and the related guide for documenting the use of AI

FACULTY GUIDELINE ON THE USE OF ARTIFICIAL INTELLIGENCE

General provisions

The purpose of this guideline is to provide guidance to the lecturers/researchers and students of the ELTE Bárczi Gusztáv Faculty of Special Needs Education on the use of artificial intelligence (AI) in research, education and student academic work. The guideline takes into account the principles of scientific integrity, data protection, ethical responsibility and intellectual contribution, and is aligned with the Rector's Instruction No. 4/2025. (X. 28.) on the use of artificial intelligence in education at Eötvös Loránd University. This directive shall govern matters not regulated therein or referred to the faculty's competence.

After the directive enters into force, the faculty AI committee shall review it annually and, if justified, make proposals for its addition or amendment.

This directive shall enter into force on 1 February 2026.

Definitions

In the application of artificial intelligence, a number of technical and methodological terms appear, the meaning of which must be clarified for the consistent application of the Directive and to avoid misunderstandings.

• Artificial Intelligence (AI): A set of technological solutions that can process data, generate content, answer questions and suggest solutions to various problems without human intervention[1,2].

[1] Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024 laying down harmonised rules on artificial intelligence and amending Regulations (EC) No 300/2008, (EU) No 167/2013, (EU) No 168/2013, (EU) 2018/858, (EU) 2018/1139 and (EU) 2019/2144 and Directives 2014/90/EU, (EU) 2016/797 and (EU) 2020/1828 (Artificial Intelligence Regulation) URL: https://eur-lex.europa.eu/legal-content/HU/TXT/?uri=CELEX:32024R1689 Retrieved: 22 08 2025

[2] Llorca, D., Gómez, E., Sánchez, I., & Mazzini, G. (2024). An interdisciplinary account of the terminological choices by eu policymakers ahead of the final agreement on the ai act: ai system, general purpose ai system, foundation model, and generative ai. Artificial Intelligence and Law. https://doi.org/10.1007/s10506-024-09412-y

• Generative AI: An AI system that can generate new content – such as text, images, code – based on input instructions (prompts) provided by the user[3,4].

• Prompt: The input text that the user provides to the generative AI to achieve the desired output[5].

• Documentation: A detailed, transparent record of the use of AI tools, including the name of the tools used, their version, the prompts and the boundaries of the generated content.

• Author contribution: added value in the course of content creation that supplements and enriches the output or result produced by artificial intelligence with critical reflection or a new context or approach in the content produced by the author. The content produced by the author in this way must reflect the extent of human intellectual work.

• Personal data: any information relating to an identified or identifiable natural person; an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, geographical location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person[6].

Common principles

This guideline is technology-neutral, so it covers all AI tools used by students, regardless of their technological background, method of use and prevalence.

The following principles must be applied in all areas when using AI:

• Scientific integrity: The use of AI tools cannot replace independent thinking, the requirement of originality and substantive intellectual contribution.

• Transparency: The use of AI tools must always be documented in a transparent manner, including the activity, the prompt, the purpose of use, and the name of the AI-based tool used.

• Ethical responsibility: The user is fully responsible for the accuracy, legality and professional quality of the content generated by AI. The use of AI does not exempt from authorial and ethical responsibility.

[3] Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., & Pechenkina, E. (2023). Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators. The International Journal of Management Education, 21(2), 1-13.
[4] Rajki Z., Nagy J. T., & Dringó-Horváth I. (2024). Artificial intelligence in higher education: – Student access, attitudes and application practices. School Culture, 34(7), 3–22.
[5] Liu, P., et al. (2023). A survey of large language models. *ACM Computing Surveys, 55*(5), 1-35. http://dx.doi.org/10.48550/arXiv.2303.18223
[6] REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data. URL: https://eur-lex.europa.eu/eli/reg/2016/679/oj/eng

Data protection: Content that characterizes vulnerable groups can only be processed with a university, closed-system AI tool. The use of other AI platforms (e.g. ChatGPT) for this type of processing, as well as for processing personal or confidential data, is not permitted.

General rules for the use of AI tools

• The use of AI tools must always be documented in a transparent manner, including the activity, the prompt, the purpose of use, and the name of the AI-based tool used. Details of this can be found in the AI documentation guide[7].

• Content created by AI can only be considered acceptable if it does not violate the principles of originality, intellectual contribution, and data protection.

• Content generated by AI does not qualify as the user's own intellectual achievement. AI cannot be listed as an author; authorship can only be attributed to a natural person.

• Misuse of AI tools – if the extent of authorship is unclear – falls under the rules of plagiarism.

• The subject lecturer decides on the use of AI at the course level. If the topic does not address the regulation of the use of AI tools, their use is not permitted in the context of assessment. The completion of on-site papers and exams is the result of independent work, therefore the use of AI is expressly prohibited during these.

• If there is a suspicion that the student is trying to present the content created by AI as his own work, the instructor has the option to proceed according to point 7.4 of the Rector's Instruction 4/2025. (X. 28.).

• According to Section 49 (8) of the National Education Act, the tasks required to fulfill the basic academic requirements necessary for obtaining a professional qualification certified by a diploma cannot be replaced by the use of AI tools (e.g. preparing a complete lesson or course plan).

Limitations of AI usage

Generative AI in its current form has several serious limitations that require increased attention when applied in special needs education activities:

- based on the "garbage in/garbage out (GIGO)"[8] principle, the quality of the content produced by AI largely depends on the data used as input and the content and quality of the prompting;

[7] Available on the faculty website.

[8] Sheposh, R. (2024). Garbage in, garbage out (GIGO). URL: https://www.ebsco.com/research-starters/computer-science/garbage-garbage-out-gigo

- AI systems can reflect and reinforce social prejudices and stereotypes, as the data sets that form the basis of their operation are not free from bias;

- generative AI cannot replace the critical attitude required in scientific research;

- there is a data protection risk that many AI tools can use the data entered by the user to train the system, which can lead to a serious breach of confidentiality in the case of personal or confidential data; furthermore, the use of information on vulnerable groups – in machine learning without professional supervision – can lead to serious bias if the information entered is of inadequate quality.

The use of AI in special needs education research

The use of AI is primarily recommended for research support purposes, for example, to clarify the research question, support literature searches, or structuring conceptual systems. AI tools can assist the research process, but they cannot replace independent research work (they cannot prepare the results, conclusions, etc. of the research instead of the researcher/student).

The use of AI tools during research activities must always be documented in a transparent manner in accordance with the general provisions of this guideline. The use of texts, tables, code fragments, and other content created by AI can only be considered scientifically acceptable if their boundaries are clearly marked in the final document. This requirement applies to all research texts and analyses, whether it is student or faculty work. Documentation not only serves to indicate the origin of the content, but also contributes to maintaining scientific integrity.

Researchers and students may only publish results under their names to which they have made a substantial intellectual contribution. This is especially important in the case of scientific publications, where authorship should reflect the extent of human research work. The author is responsible for the accuracy and legality of the generated content, even if it was created by a machine tool.

The use of AI for research purposes creates new opportunities in special needs education scientific work, but it can only be considered legitimate if educators, students and researchers use the tools responsibly, ethically and reflectively. The key to this is awareness, transparency, data protection and a clear display of the extent of human input.

Application of AI in teaching activities

When applying AI in higher education, the role of the instructor is twofold: on the one hand, he is an interpreter of the operation and possibilities of the technology, and on the other hand, he determines the framework for its use.

In accordance with the general provisions of this directive, the subject head decides on the application of AI at the level of subjects and courses.

Consequently, the instructor is responsible for formulating clear rules within the course framework and written down in the course syllabus regarding the use of AI, especially regarding assignments and papers.

Since model following plays a prominent role in students' use of technology, the responsible and transparent use of AI by instructors serves as a model.

Possible educational goals and areas of application of AI

AI can support the achievement of various pedagogical goals if educators use it consciously and responsibly. It can provide an opportunity to develop creative thinking, reflection and problem recognition. With the help of AI, the development of writing and presentation skills can also be supported, for example, by students comparing their own texts with the content generated by AI and jointly evaluating them, e.g. in terms of reasoning, critical evaluation, style, organization and originality and reliability of the content.

Generative AI can also be able to formulate relevant problems and raise new aspects, which helps to broaden students' thinking.

However, source analysis, excerpt creation and text editing performed by AI require special caution, as these capabilities form the basis of students' independent learning.

The use of AI in this case is only acceptable if the student is able to evaluate the content produced by AI and does not automatically accept it as an authentic and correct answer. Here too, parallel task solving could be a possible way: for example, the student could prepare their own abstract or outline, ask the AI to do the same, and compare their own work with the AI's, according to several aspects.

Aspects of developing course content in relation to AI

It is advisable for the instructor to gain his own experience in using generative AI tools, as this is the only way to be able to meaningfully judge how they affect students' learning products. To this end, it is recommended that the instructor try out these technologies before using them in his own courses and evaluate the experiences.

For each learning task, it is recommended to clearly state what is and is not allowed in relation to the inclusion of AI. It is worth explaining what happens even if the use of AI is restricted, why the instructor made this decision: the detailed instructor's explanation also conveys the importance of conscious pedagogical planning to students in an exemplary manner. In addition to course-level information, students should also be

informed about faculty- and university-level regulatory issues. Course-level topics can also refer to this information. Given the specific nature of the course tasks, it is possible that the instructor/subject leader may decide to create a unique group AI code of ethics, and the course participants will accept this as valid for themselves. It is essential that the regulation of AI use is done in an understandable and transparent manner, if necessary, in detail at the task description level.

Ethical and regulatory considerations

One of the most important principles when using AI is that generated content must be marked in the same way as text from any other source (see the first point of the General Rules for the Use of AI Tools).

Sections 74/A–74/C of the ELTE Student Requirements System define the requirements for the legal purity of student works and sanctions for the use of content from other authors. This also applies to content generated by AI (see the last point of the General Rules for the Use of AI Tools).

The use of AI tools is not recommended when evaluating theses and student assignments, as it may weaken academic integrity and personal assessment. The instructor must read and evaluate such works personally.

The use of AI detection software is not recommended when evaluating theses, as their reliability is low – in contrast to the usability of plagiarism detection software. Previously, detecting copying was simpler and was mainly limited to text passages. AI-generated content is more difficult to detect, as it is not classic plagiarism. Instead of software detection of undocumented and unethical AI content, the emphasis is on consultation presence, process monitoring and personal working relationships.

AI is also changing the process and dynamics of thesis supervision. The role of the supervisor is crucial in developing critical thinking and accompanying the process.

AI is changing the rhythm, depth and focus of thesis writing, but it does not replace personal intellectual work. Well-used AI can be a partner in the writing process, but the goal of the thesis supervision process is now even more emphasized to enable the student to think autonomously, critically and ethically.

Transparency and referencing practice

One of the most important principles of practice related to the use of AI is transparency. Educators have a high degree of freedom in the type of content they develop in relation to the use of AI, but they are obliged to ensure its authenticity and accuracy. In the case of tasks based on the use of AI, it is recommended to document the prompts and the AI

responses, even if they are attached as an attachment, so that the origin and use of the content are transparent to both students and assessors.

The educational use of AI does not relieve educators of their professional responsibility and does not replace pedagogical knowledge and sensitivity. However, when used within an appropriate regulatory and methodological framework, it offers the opportunity for students participating in special needs education teacher training to become reflective, competent and technologically prepared professionals.

Application of AI in student activities

It is fundamental that the student (as the author) bears full responsibility for the correctness, quality, and accuracy of the content produced by AI, and in addition, the use of all AI tools must be documented in a transparent manner in accordance with the general provisions of this guideline, for which it is recommended to follow the AI documentation guidelines available in a separate document.

The creation of the product produced by AI can also be documented and made traceable with software solutions and log files, which can help in situations of suspected plagiarism, as it supports the instructor's orientation.

The application of AI is not possible in the case of any type of work (coursework, thesis, practice-related documents):

- in those stages of the work that require substantive interpretation, consideration, and independent thinking: such as the formulation of the research question in the thesis, the empirical part, the discussion, and the drawing of conclusions;

- for the creation of longer text passages, even if they are paraphrased. These works may not contain paragraphs or connected lines of thought generated by AI tools.

During the thesis work, students should always discuss their intention to use AI with their internal consultant.

AI can support student work in many ways. For example, it can be useful in drafting, taking notes, generating title ideas, and planning and structuring written materials. It can help with formulating ideas, shortening or simplifying texts for easier processing and learning, and searching for and organizing sources. In foreign language theses, it can provide support in correcting grammatical, stylistic, or translation errors, as well as in translating literary texts - however, it is important to emphasize that generated translations must not be indicated as one's own work, as they only become true intellectual creations if the student enriches them with added value, such as critical reflection or new context.

Artificial intelligence can also be useful in producing visual and multimodal content, such as in creating graphics, ideas related to visual elements, and graphs. It can also be used for transcription, captioning, image captioning, or other accessibility tasks. It can also support work in reviewing and critically analyzing written materials, and can also provide assistance in developing differentiated tasks.

Professional pedagogical and field practice activities

The subject teacher decides on the applicability of AI tools in accordance with the general provisions of this guideline and clearly informs the students of the permitted use in advance. If the topic or the practical guide does not contain a relevant provision, then the use of AI tools is not permitted.

If the internal regulations of the practice site or the practice leader's practice require the student to use AI that is not expressly permitted by this guideline during the practicals, then the student may not do so.

The use of AI must always be documented in a transparent manner in accordance with the general provisions of this guideline.

AI tools cannot be used in those parts of the practicals that require independent analysis and professional judgment, e.g. interpreting the results of pedagogical diagnostic tests, preparing a condition description from a special needs education perspective, formulating development proposals, defining didactic goals, etc.

Processing of documents containing personal data (e.g. expert opinions, individual development plans, elements of student practical documentation, etc.) using AI tools is not permitted.

If students use AI to process materials that no longer contain personal data but also contain decisive information about vulnerable groups (for analysis, evaluation, summary purposes), it is primarily recommended to use university, closed-system AI tools; external services may only be used with the permission of a faculty instructor and in compliance with data protection requirements.

Budapest, 15 December 2025

dr.habil Gabriella Papp
dean

GUIDELINES

FOR DOCUMENTING THE USE OF ARTIFICIAL INTELLIGENCE

The purpose of this guide is to provide assistance in how to document the use of artificial intelligence (AI) tools in student academic work in a transparent, accurate and ethical manner, in accordance with the faculty policy. The purpose of documentation is not only formal compliance: it also contributes to making visible the extent of the student's authorship, the process of professional decisions and the role of the AI tool in the final product.

Proper documentation of AI use helps to:

- separate the student's own performance from the content generated by AI,
- make the tools used transparent,
- make the creative process assessable,
- prevent misunderstandings and possible plagiarism situations.

Documenting the original prompt(s)

Using AI tools often involves more than just providing a single textual instruction ("prompt"). In many cases, the learner refines the instruction several times, provides feedback, modifies it, and provides new context. The quality of the final output is often the result of a prompting process. Therefore, it is advisable to present the entire process in the documentation, not just the first or last prompt.

The quality and nature of the responses provided by the AI can also be influenced by:

- the device's memory (previous instructions),
- project-specific or task-opening instructions,
- information provided earlier in the conversation,
- the set model or mode.

Therefore, it is recommended to also record a short summary of the context (e.g. "During the conversation, the AI also considered the context from the previous task description.").

Note

This guide is intended to help you get started. Its content may change from time to time as needed based on experience with the application and changes in the AI environment.

The use is directly supported by Appendix 1: Example of documenting the use of artificial intelligence and Appendix 2: Statement on the use of artificial intelligence in the thesis.

Appendix 1

Example of documenting the use of artificial intelligence

Activity performed using the AI tool	Purpose of using the AI tool	Name of AI tool	The location of the content created using the AI tool in the finished work	Reference to prompt history / Appendix number
Creating an alternative image for a student task	Creating an image that matches the student's characteristics to help interpretation	Microsoft Copilot	Image No.2 in the student task	Appendix 1

Table 1. Documenting the use of the artificial intelligence tool. Example.

Prompt:

"Create an exact copy of the attached image so that the apple is green instead of red. All other parameters remain the same as the original."

The attached image: 

Additional prompt: "Create the image so that the apple has two leaves on its stem instead of one."

Annex 2

Declaration on the use of artificial intelligence during the thesis work

DECLARATION

I,.....the undersigned, declare that during the preparation of my thesis/portfolio[9]:

1) I did not use artificial intelligence (AI)-based tools.

2) I used the specified AI-based tools to perform the activities listed below, and I did not use any other AI-based tools beyond those listed.

Activity performed using the AI tool	Purpose of using the AI tool	Name of AI tool	The location of the content created using the AI tool in the finished work	The attachment number containing the original prompt

Budapest, DD/MM/YYYY

.....

Student's name, Neptun code

[9] Appropriate text should be underlined