



The Teaching and Learning Center (TLC)
of the Aristotle University of

General Principles and Guidelines for the Use of Generative Artificial Intelligence by the AUTH Academic Community

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English translation: Generated using ChatGPT (OpenAI).

1st Edition, November 2025
Thessaloniki

<https://doi.org/10.26262/67m1-mm13>

Suggested bibliographic reference

Karga, S., Agorogianni, A., Vassiliadis, N. (2025). *General Principles and Guidelines for the Use of Generative Artificial Intelligence by the Academic Community of the Aristotle University of Thessaloniki* (1st ed.). Aristotle University of Thessaloniki.
<https://doi.org/10.26262/67m1-mm13>



Co-funded by
the European Union



Human Resources
and Social Cohesion
Programme

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1 Introductory Note

Higher education and its members are inevitably being significantly affected as the modern world is rapidly transformed by developments in Artificial Intelligence (AI), and particularly by the subfield of Generative Artificial Intelligence (GenAI).

Building on advanced technologies (such as Machine Learning, Neural Networks, Natural Language Processing and Big Data), GenAI can imitate human behaviour and automatically generate new content (such as text, images, music, video, code and more) in response to prompts provided by users in natural-language conversational environments.

The use of GenAI in educational and academic contexts has potentially far-reaching implications that all of us, as participants in the new digital era into which education is moving, are called upon to consider. Indicative benefits emerging in this new era include enhanced understanding, learning, creativity and interactivity. At the same time, however, the use of GenAI raises important ethical, integrity and reliability issues and may also prove detrimental to the achievement of fundamental learning objectives.

Recognising the benefits that may arise from the responsible use of GenAI in educational and academic contexts, Aristotle University of Thessaloniki (AUTH) encourages members of its academic community to explore and use GenAI responsibly, provided that such use is governed by the General Principles and Guidelines set out in this document and complies with the institution's existing policies.

This document is addressed to the institution's teaching, research and administrative staff, as well as to its students. Section 2 applies to all members of the academic community, as it presents the General Principles for GenAI use to which teaching staff and students, as well as research and administrative staff, should adhere. Section 5 likewise applies to all members of the academic community, as it informs them of the Limitations of GenAI tools. Sections 3 and 4, however, are primarily addressed to the institution's teaching staff and students, providing Guidelines for the use of GenAI in teaching and learning. Similar Guidelines for AUTH research and administrative staff are expected to be issued in corresponding documents in the future.

The purpose of this document is to provide assistance and guidance to members of the AUTH academic community so that they can use GenAI responsibly. In doing so, it promotes, among other things, the safeguarding of academic integrity and the protection of intellectual property rights and sensitive data belonging both to the institution and to its members - matters of primary importance to AUTH.

Taking this document into account, the Schools and Departments of the institution may issue detailed and clear instructions to their students concerning permitted uses of GenAI within the academic courses they offer.

Teaching staff are encouraged to state clearly the GenAI-use policy adopted for an academic course and to incorporate it into the Course Outline. This policy may be modified for individual assignments. The GenAI-use policy adopted by teaching staff may prohibit students from using GenAI within a specific course or assignment.

Students are encouraged to contact the instructors of the courses they attend whenever they are uncertain about how they are expected to use GenAI within an academic course.

This document is expected to be updated regularly in line with rapid developments in the emerging field of GenAI and by drawing on feedback expected from members of the academic community.

The General Principles and Guidelines for the use of GenAI by the AUTH academic community aspire to provide a safe anchor for AUTH within the international human-centred vision for the use of GenAI in education.

2 General Principles for the Use of Generative Artificial Intelligence by All Members of the AUTH Academic Community

The use of GenAI by members of the academic community is governed by the following General Principles:

1. **Compliance with Academic Policies:** The use of GenAI by members of the academic community should comply with the existing internal Regulations on the Operation, Ethics and Conduct of AUTH.
2. **Safeguarding Academic Integrity:** Safeguarding academic integrity is the duty of all members of the academic community and should underpin the use of GenAI. According to the Hellenic Authority for Higher Education, academic integrity refers to “commitment to the values of honesty, trust, fairness, respect and responsibility and requires alignment with a framework of scientific and ethical conduct, which forms the basis for appropriate behaviour and practices across the full range of academic activities”.
3. **Protection of Intellectual Property Rights, Personal Data & Confidential Information:** Users of GenAI should not input into the tools they use institutional data, copyrighted data, or other confidential, personal or sensitive data. Any information entered into GenAI tools may be used to train the tools, stored and/or made public. In addition, bear in mind that GenAI tool outputs may contain third-party data protected by intellectual property rights.
4. **Ensuring Transparency:** Every GenAI user should explicitly disclose the use of the tools in the manner requested. Such disclosure may include the tool used and how it was used, the prompts provided, and other information.
5. **Avoiding Bias, Stereotypes, Inaccuracies and Synthetic Data:** All information generated by GenAI tools should be carefully and critically reviewed by users so that biased or prejudiced content is not reproduced and/or reinforced. Likewise, the validity of content generated by GenAI tools should always be verified in order to identify inaccurate data and data artificially generated by GenAI.
6. **Taking Responsibility:** Users who make use of content generated by GenAI tools are responsible for that content. Accordingly, users also bear the corresponding consequences in cases of academic misconduct.
7. **Protecting Equality of Access:** Many GenAI tools provide advanced functionality through paid subscription options. To protect equality of access when GenAI is used in the educational and academic context of AUTH, the use of only free versions of GenAI tools and of GenAI tools provided by the institution to the academic community is assumed.
8. **Promoting Inclusion:** GenAI is expected to be used in ways that strengthen inclusion and avoid all forms of exclusion. For example, GenAI may be used to facilitate the adaptation of educational content to the needs of a specific audience.

3 Guidelines for the Use of Generative Artificial Intelligence for Teaching Staff

3.1 Introduction

The growing presence of Generative Artificial Intelligence (GenAI) in higher education calls on all of us to reconsider existing practices and perceptions in educational and academic contexts and to open up new horizons for the development of teaching, learning and research. In this new era, regulating the use of GenAI in higher education is a cornerstone for protecting everyone from the ethical and other risks raised by irresponsible use. With this in mind, this section aims to support teaching staff by providing, in the sections that follow:

- ideas for using GenAI in the educational process,
- wording templates for the GenAI policy adopted by the teaching team within a course or an assignment,
- ideas on how to document the use of GenAI within an assignment,
- ideas for detecting the use of GenAI by your students,
- answers to a set of frequently asked questions.

In addition to the above, AUTH is planning training activities in the field of GenAI.

Finally, in the section “Letter to Students”, you can read and discuss with your students a text designed to orient them within the GenAI landscape. This discussion may serve as a starting point for a series of actions aimed at cultivating responsible and ethical use of GenAI tools among your students.

3.2 Use of GenAI in an Educational Context

GenAI can be integrated into an educational context in a variety of ways and at different levels, always with the aim of improving teaching processes and the learning experience. The illustrative examples in the following table offer ideas for using GenAI organised around the following areas:

- Preparation and Support of Learning and Teaching
- Bibliographic Sources
- Assessment
- Communication
- Educational Reflection

Table 1 Examples of GenAI Use in an Educational Context

Area	Example of Use	Description
Preparation and Support of Learning and Teaching	Drafting Learning Objectives	GenAI tools can be used to write effective learning objectives for an activity, an educational scenario, or an entire course.
	Content Generation	GenAI tools can generate text, images, diagrams, code, music, summaries, questions, advice, examples and more.
	Enhancing Motivation and Engagement	GenAI tools can offer gamification and challenge ideas to strengthen students' motivation to participate and their engagement in the educational process.
	Generating Alternatives	GenAI tools can be used as engines for generating alternative options, for example alternative wording or alternative content tailored to the specialised needs of specific users.
	Structural Editing and Text Correction	GenAI tools can contribute to improving grammar, punctuation and sentence structure.
	Translation	GenAI tools can translate content from one language into another. This capability can expand the educational material available.
	Topic Selection	Given a broader field of knowledge, GenAI tools can suggest specific topics for discussion, assignment topics, and so on.
	Brainstorming and Overcoming Writer's Block	GenAI tools can help you brainstorm issues you are working on or provide new ideas if you are experiencing creative block.
	Enhancing Interactivity	For example, you can use GenAI tools to create realistic simulations or virtual characters with whom students can interact in real time.
Bibliographic Sources	Support for Enriching the Bibliography	GenAI tools can suggest literature for further research and study on a specific topic.
	Support for Formatting the Bibliography	GenAI tools can provide guidance on how to cite sources and create a bibliography in a specified style.
Assessment	Rubric Creation	GenAI tools can suggest grading rubrics for the assignments you set.
	Feedback Generation	GenAI tools can provide feedback using criteria and rubrics supplied by the user.
	Creation of an Individual Student Knowledge Profile	GenAI tools can provide information about students' level of knowledge. For example, students may engage in a dialogue with a GenAI tool and then ask it to provide a report on their knowledge level, which they can submit to the instructor.
Communication	Ready-Made Communication Drafts	With the help of GenAI tools, you can prepare communication drafts for your students and adapt them to different tones, languages, student levels (e.g. first-year, postgraduate), and so on. Topics may include assignment reminders, schedule changes, and more.
	Role-Based Discussions	GenAI tools can take part in discussions in a specific role assigned by the user, supporting preparation for discussions and the structuring of arguments.
Educational Reflection	Learning Analytics	GenAI tools can organise and analyse learning data, creating reports that help instructors understand trends and identify points where the learning design needs adjustment.

3.3 GenAI Policy Wording Templates

Teaching staff are encouraged to state clearly the GenAI-use policy adopted within an academic course and to incorporate it into the Course Outline. This policy may be modified for individual assignments. The following table provides indicative examples of GenAI policy wording organised according to the intended objective, as follows:

- Complete prohibition of GenAI use
- Case-by-case authorised use of GenAI
- Permitted use of GenAI with documentation
- Free use of GenAI

Table 2 Wording Templates for the GenAI Policy Adopted in a Course or Assignment

Purpose	Wording
Complete Prohibition of GenAI Use	Safeguarding academic integrity is of the utmost importance, and the use of GenAI tools in any assessed assignment in this course is treated as a breach of academic integrity and entails the consequences defined by institutional policies. The achievement of key course learning objectives related to higher-order cognitive skills requires the prohibition of GenAI tools in any assessed assignment you are given. All assignments must be 100% original individual work by the student submitting them.
Case-by-case Authorised Use of GenAI	When students are permitted to use GenAI tools within a specific course assignment, this authorisation will be stated clearly in the assignment instructions. The authorisation may be limited to the use of a specific GenAI tool.
Permitted Use of GenAI with Documentation	The use of GenAI tools is permitted in course assignments provided that any such use is appropriately documented. A student who uses GenAI tools is responsible for the content generated by them if that content is used.
Free Use of GenAI	Within this course, students are permitted to use GenAI tools without documentation being required.

3.4 Documentation of GenAI Use

If the GenAI policy you adopt requires your students to document their use of GenAI tools, it is advisable to define clearly how students are expected to do so. For example, you may request documentation in free-text form or in the form of the indicative table below. In all cases, you should make clear which elements you want your students to report, such as the name of the GenAI tool, tool version, access date, point of application in the assignment, purpose and manner of use of the tool, and so on.

It is recommended that students' use of GenAI not be documented merely through a citation or acknowledgement, since a GenAI tool is an algorithm rather than a bibliographic source.

Table 3 Example of Documentation of GenAI Use in an Assignment

GenAI Tool	Point of Application	Purpose of Use	How It Was Used	Date
ChatGPT 4.0	Ch. 1, pp. 12-17	Defining the assignment's research questions	I asked the tool to suggest possible research questions in the field of the assignment. For each one, I conducted a literature search and returned for further discussion. The conversation history is presented in Appendix A.	09.09.2025
ChatGPT 4.0	Ch. 2, p. 35	Code correction	I asked the tool to correct the Python code on p. 35. Appendix B presents the conversation history and the original incorrect code.	11.09.2025
Microsoft Copilot	Ch. 1, p. 3; Ch. 2, p. 33; Ch. 3, p. 40	Summary by section of the document	The integrated version in Microsoft Office 365 provided by the institution was used.	01.10.2025
DALL-E 3	Fig. 12, p. 41	Visualisation	The prompt used is included in Appendix C.	15.09.2025
Socratic by Google	Ch. 2, p. 30	Verification of equation solution	The conversation history is presented in Appendix D.	10.10.2025

3.5 Detection of GenAI Use

Detecting the use of GenAI in student assignments remains a significant challenge for currently available plagiarism-detection software. The reliability of such software results in cases involving GenAI use is still internationally contested. For this reason, instructors are encouraged to follow alternative preventive techniques such as:

- Define the GenAI policy you adopt for your course or for a specific assignment and communicate it to your students.
- Discuss in detail with your students the GenAI policy you adopt for your course or for a specific assignment and address their related questions. Connect this policy to the learning objectives you expect students to achieve if they complete the assignment in accordance with the GenAI policy you have defined.
- If the GenAI policy you adopt permits students to use GenAI tools, clearly define how they should document that use within an assignment, requesting details such as the prompt used, the response received, the reason the GenAI tool was used, and so on.
- Inform your students that they may be asked to defend their assignment orally.
- Ask your students to include in their assignments the line of reasoning or the steps that led them to solve a problem.
- Ask your students to connect the subject of the assignment with personal life experiences, where feasible.
- Ask your students to include references from sources that are not available online.
- Ask students to complete short in-person tasks during teaching time.
- Ask your students to accompany the final assignment document with intermediate digital versions in which changes can be tracked.
- Use a declaration of compliance with the course GenAI policy that must accompany the assignment submitted by the student.

3.6 Frequently Asked Questions

3.6.1 Where should I communicate the GenAI policy I want my students to follow within a course?

Incorporate the GenAI policy adopted for your course into the Course Outline. In addition, display the GenAI policy on the home page of your online course in the elearning.auth service. You may also communicate your policy to students through the communication tools available in elearning.auth (e.g. the Announcements Forum and Quickmail).

3.6.2 Where should I communicate the GenAI policy I want my students to follow within an assignment?

The GenAI policy adopted in a course may be modified for individual assignments. If this is the case, include the assignment-specific GenAI policy in the instructions for that assignment.

3.6.3 I identified an assignment in which GenAI tools were used inappropriately. What should I do?

If you identify an assignment in which GenAI tools have been used inappropriately - for example, by copying verbatim content generated by GenAI tools - the case should be handled in the same way as a case in which plagiarism has been identified.

3.6.4 I would like to share my experience of using GenAI tools. Whom can I contact?

If you would like to share your experience of using GenAI tools, you may contact the Center for Teaching and Learning Support (KEDIMA). A repository of good practices in Artificial Intelligence has already begun to be developed within KEDIMA's e-course in the elearning.auth online learning environment.

4 Guidelines for the Use of Generative Artificial Intelligence for Students

4.1 Letter to Students

Dear AUTH Students,

Generative Artificial Intelligence (GenAI) is now a real dimension of the modern world. It is understandable that the use of GenAI tools may be attractive to you, our students, as these tools can produce impressive results with minimal effort. Although we recognise the new possibilities and benefits that may arise from using GenAI tools in academic and educational contexts, we wish to draw your attention to the risks associated with misuse of these tools.

During the academic assignments you are asked to complete throughout your studies, you will develop higher-order cognitive skills such as analytical, critical and synthetic thinking. If you choose today to use GenAI tools at the expense of these skills, you undermine your future professional life by depriving yourself of skills that could distinguish you from a GenAI product. In such a scenario, the risk of being easily replaced is evident. Use GenAI tools in ways that strengthen understanding, learning and the development of cognitive skills rather than allowing them to become an obstacle to your personal development.

For every academic course you attend, you should be aware of the GenAI policy adopted by the teaching team for that course. Be aware that different assignments within the same course may follow different GenAI policies. If this is the case, the relevant clarification should be included in the instructions for each assignment. If you are unsure about the GenAI policy applying to an assignment, please contact the teaching team.

When an assignment's GenAI policy permits the use of such tools, make sure that you use them in accordance with the General Principles of this document. We also particularly emphasise the need to adopt a critical stance towards every output generated using GenAI tools, to maintain your independence from these tools, and to remember that if you use content generated by GenAI tools, you are responsible for that content.

In conclusion, against the backdrop of the now historic reality of the encounter between Human Intelligence and Artificial Intelligence, we call on all of you to help preserve the independent nature of Human Intelligence while, at the same time, collaborating with Artificial Intelligence for the benefit of human capability development and a human-centred future imbued with the values of equality, inclusion, fairness and respect for every human right.

4.2 Potentially Permitted and Non-Permitted Uses of GenAI in an Educational Context

The following tables provide examples of potentially permitted and potentially non-permitted uses of GenAI tools. The teaching team for each course defines the GenAI policy you must follow in the course you attend or in the assignment you undertake; therefore, depending on that policy, a use listed below may in fact be permitted or not. Pay particular attention to the fact that even where a particular use of GenAI tools may be permitted, you remain bound by the intellectual property rights attached to the material you provide to GenAI tools. For example, you are prohibited from uploading course documents to GenAI tools when the intellectual property rights in those documents belong to the teaching team or to third parties.

Table 4 Potentially Permitted Uses of GenAI

Potentially Permitted Uses
✓ Creating review, comprehension and deeper-learning questions/answers, etc., on a specific topic.
✓ Creating simulations, graphs, visualisations, concept maps and other forms of content representation to strengthen understanding.
✓ Creating summaries and translations as learning-support tools.
✓ Generating keywords and identifying the main points of a document.
✓ Generating suggestions for bibliographic sources for further study.
✓ Brainstorming to support your own academic explorations.
✓ Providing feedback.
✓ Experimenting with techniques for creating or correcting code.
✓ Experimenting with different writing styles.
✓ Structural and spelling improvement.
✓ Improving texts, diagrams, etc. in ways that enhance clarity and readability.
✓ Providing personalised learning plans.
✓ Organising study schedules or student obligations such as assignment deadlines.

Table 5 Potentially Non-Permitted Uses of GenAI

Potentially Non-Permitted Uses
X Creating any type of content for verbatim use in an assignment.
X Paraphrasing content for verbatim use in an assignment.
X Translating content for verbatim use in an assignment.
X Presenting ideas, arguments or solutions as your own when they were generated with GenAI.
X Using GenAI during an examination.
X Creating synthetic data.
X Creating recommendation letters.
X Creating bibliographic references.

4.3 Checklist for Appropriate Use of GenAI Tools in an Educational Context

The following checklist for appropriate use of GenAI tools can serve as a supportive guide in your effort to adopt a responsible and principled approach to the use of GenAI tools in an educational context.

Table 6 Checklist for Appropriate Use of GenAI Tools in an Educational Context

Checklist for Appropriate Use of GenAI Tools in an Educational Context	YES
I am aware of the GenAI policy of the course I am attending.	YES

I am aware of the GenAI policy of the assignment I am about to submit.	YES
For uses of GenAI that I was unsure were permitted, I contacted the teaching team.	YES
I can confirm that my assignment does not contain content copied verbatim or paraphrased from GenAI tools, unless this is consistent with the GenAI policy adopted for the specific assignment.	YES
I did not provide the GenAI tools I used with content protected by intellectual property rights or with personal or confidential data.	YES
At every point in my assignment where I used GenAI tools, I document that use with all the information requested by the teaching team (e.g. the name, purpose and manner of use of the tool).	YES
I maintained a critical stance towards the outputs of GenAI tools in order to verify their validity and accuracy and to identify and remove bias and stereotypes.	YES
I understand that I am responsible for the content of the assignment I submit.	YES
I did not use a version of a GenAI tool that would give me a comparative advantage over my fellow students (e.g. advanced paid versions of tools).	YES
I understand that GenAI tools do not function as domain experts. Their training is subject to limitations such as the available datasets and the training cut-off date.	YES

5 Limitations of Generative Artificial Intelligence Tools

It is important for users of GenAI tools to know and understand the limitations that affect how these tools operate, at least during their current stage of development.

In considering these limitations, it should first be made clear that GenAI tools do not understand the world as we do; they have no consciousness, perception or emotions. GenAI tools may produce impressive texts resembling human language, but they certainly do not understand them. What they do is detect patterns and predict which words fit together. To do this, they rely on training on specific datasets. Important limitations arise from the way GenAI tools are trained, including:

- Biases, stereotypes and inaccuracies in the content on which the tools were trained may be reproduced in the answers they provide.
- If the content on which they were trained was not cleared of copyright restrictions, the tools' responses may likewise incorporate copyright-protected content.
- GenAI tools may lack important knowledge because significant bibliographic sources may have been absent from their training datasets.
- GenAI tools with a training cut-off date know events and information released only up to that date. Some GenAI tools attempt to overcome this limitation by integrating a tool for real-time internet search while generating their responses.
- Reduced pluralism and the exclusion of perspectives from different parts of the world constitute another limitation of GenAI tools, as their training often relies on English-language content produced in Western countries.

Beyond the above, users of GenAI tools should be aware that these tools often produce hallucinations: they present information and events in a way that convincingly suggests they are true when in fact they are not. In addition, GenAI tools are subject to the limitation of opacity, as they generally do not disclose all the sources on

which they rely to generate their responses, making it more difficult for end users to verify the validity of the content.

Finally, particular attention should be drawn to the environmental footprint of GenAI tools. During both training and use, GenAI tools require vast amounts of energy, with significant consequences for already known environmental problems such as climate change.

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