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RESOLUTION NO. 75
OF THE UNIVERSITY COUNCIL FOR TEACHING AND LEARNING

of 11 September 2026

on the principles of using artificial intelligence tools in the teaching and learning process

Pursuant to § 58, sections 3 and 5 of the Statute of the University of Warsaw (UW Monitor of 2019, item 190 as amended) and § 4, section 3, points 3, 4, 6 and 13 in connection with § 5, section 1, points 7 and 8 of the Rules and Regulations of Studies at the University of Warsaw (UW Monitor of 2019, item 186 as amended), taking into account Article 4 of Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024 laying down harmonised rules on artificial intelligence (Artificial Intelligence Act), the University Council for Teaching and Learning, hereinafter referred to as the "URK", hereby resolves as follows:

§ 1

Definitions

In this Resolution, the following terms shall have the meanings specified below:

1) the Rules and Regulations of Studies – shall mean the Rules and Regulations of Studies at the University of Warsaw (UW Monitor of 2019, item 186 as amended);
2) AI system – shall mean a machine-based system that is designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment, and that
   – for explicit or implicit objectives – infers from input how to generate outputs such as predictions, content, recommendations or decisions that may influence physical or virtual environments. For the purposes of applying the obligations set out in this Resolution, a distinction is made between generative AI systems, which produce content in response to a user prompt, and agentic AI systems, which independently plan and execute multi-step sequences of actions. The obligations set out in this Resolution do not apply to tools used solely for standard editing operations, in particular limited-scope spelling, punctuation and grammar correction that does not materially alter content independently produced by a student, unless the teaching and learning council decides otherwise.

§ 2

Responsibility and Transparency

1. Teaching staff are expected to design the use of AI systems in a way that is consistent with the teaching and learning objectives and to inform students about permitted and prohibited ways of using them.

2. When communicating with students, teaching staff should foster their intrinsic motivation to acquire knowledge and develop their own personalities, emphasising that excessive reliance on tools offered by AI systems when completing assignments may hinder such development.

3. Students are responsible for content generated for them by AI systems in the learning process and must transparently disclose the fact that such content has been used.

4. The academic community of the University of Warsaw is aware of the existence of applications that use AI systems to generate content and has access to such applications to varying degrees.

5. The University of Warsaw recognises developing AI literacy as both an obligation arising from Article 4 of the Artificial Intelligence Act and an important teaching and learning objective.

§ 3

Potential Benefits of Using AI Systems

1. The rapid development of AI systems is driving changes in many aspects of social life, including in teaching and learning processes at higher education institutions. Integrating tools offered by AI systems into these processes creates opportunities to improve teaching in ways that are often more effective, easier and less costly than using other methods.

2. The University of Warsaw recognises the following potential benefits of using AI systems by teaching staff:

1) **support for preparing teaching materials:** AI systems can assist in creating presentations, summaries, sets of questions, quizzes or examples, enabling teaching staff to prepare materials more quickly and devote more time to substantive work with students;
2) **accessibility and inclusivity:** AI systems can expand the range of reasonable adjustments available in the teaching and learning process for students with specific educational needs, including, in particular:
   a) automatic translation,
   b) caption generation,
   c) text-to-speech conversion,

   which increases the accessibility of teaching materials;
3) **automation of certain administrative tasks:** AI systems can support course organisation, management of teaching materials and timetable preparation, which can reduce the administrative burden on teaching staff;
4) **assessment support:** AI systems can provide preliminary assessments of work produced by students, while maintaining the principle that the final assessment is made by the teaching staff member.

3. The University of Warsaw recognises the following potential benefits of using AI systems by students as part of an organised and monitored teaching and learning process:

1) **support for independent work:** AI systems can assist in creating presentations and summaries, searching for literature, answering questions, preparing projects and finding examples, thereby increasing the amount of material that can be accessed at a given time during the teaching and learning process;
2) **support for writing and text analysis:** AI systems can assist in drafting texts, improving linguistic style, summarising literature and analysing textual data, which can support the development of academic skills;
3) **accessibility and inclusivity:** AI systems can increase the accessibility of teaching materials available as part of the teaching and learning process for students with specific educational needs;
4) **support for research and data analysis:** AI systems can assist in searching for literature, analysing large datasets, identifying patterns and generating preliminary research hypotheses, both for student research projects and for diploma theses;
5) **support for work organisation:** AI systems can assist in organising timetables, completing applications, managing notes and creating schedules;
6) **assessment support:** AI systems can provide preliminary assessments of work produced by students, thereby providing feedback while the work is being prepared, before it is submitted to teaching staff for assessment, while maintaining the principle that the final assessment is made by the teaching staff member.

4. The University of Warsaw recognises the following potential benefits of using AI systems by students in their personal development:

1) **personalisation of the learning process:** AI systems can adapt teaching materials, the pace of learning and the level of difficulty to the individual needs of students, enabling more effective learning that takes into account different learning styles and levels of proficiency;
2) **immediate feedback:** AI systems can continuously analyse a student's activities and provide immediate feedback, helping them correct errors as they occur and consolidate their knowledge and skills;
3) **development of transferable skills in the digital world:** using AI systems enables students to develop skills such as critically evaluating results, formulating prompts and using digital tools responsibly;
4) **stimulating creativity and exploration:** AI systems can support the generation of ideas, scenarios, examples and simulations, which can stimulate creativity and encourage students to experiment with knowledge;
5) **support for lifelong learning:** access to AI systems enables students to develop their knowledge and skills independently, including outside the formal education system, thereby promoting the idea of lifelong learning.

§ 4

Risks Associated with the Use of AI Systems

1. In addition to the potential benefits, the use of AI systems in teaching also presents challenges and risks that need to be taken into account. Therefore, both the use of AI systems and their outputs should be subject to careful reflection.

2. The University of Warsaw recognises the following potential risks associated with the use of AI systems by teaching staff:

1) **default and widespread use:** many applications and services use AI systems by default, often in ways that are not apparent to users, making it difficult to make informed decisions about whether to use AI systems or refrain from using them;
2) **lack of transparency in decision-making and data sources:** AI systems rely on complex algorithms and large datasets whose origins and methods of processing often cannot be fully traced or verified as trustworthy, meaning that the processes by which AI systems produce particular outputs may be opaque to users;
3) **inaccurate or incomplete information:** AI systems may generate inaccurate, outdated or misleading content because they are trained on limited datasets, do not guarantee reproducibility of results, and may generate nonsensical or false information;
4) **plagiarism and unclear authorship:** the use of AI systems to generate content may blur the boundaries of independent and creative work and may also create a risk that content generated by AI systems will reproduce existing content with identifiable authorship;
5) **weakening of the teacher–student relationship and dehumanisation of the teaching and learning process:** the use of AI systems in the teaching and learning process may undermine trust in the competence of teaching staff and make it more difficult to establish relationships between teaching staff and students;
6) **genericity:** content generated by AI systems may reflect averaged and widely held views on particular issues, including harmful stereotypes, and its use in the teaching and learning process may suppress new and creative ideas and perspectives, as well as reinforce harmful judgements;
7) **data protection risks:** entering personal data into AI systems may lead to unauthorised access to sensitive information.

3. The University of Warsaw recognises the following risks associated with the use of AI systems by students as part of an organised and monitored teaching and learning process:
1) the risks listed in section 2, as applicable to students;
2) **educational inequalities:** access to AI systems and the ability to use them competently may depend significantly on prior education, as well as on the available technical infrastructure and forms of support;
3) **bias and discrimination:** results generated by AI systems may contain systemic biases because these systems use datasets that reflect and potentially reinforce stereotypes and biases;
4) **lack of context:** AI systems may generate content that does not correspond to specific requirements or cultural contexts, which may lead to misunderstandings or inappropriate use;
5) **loss of understanding of how details contribute to the bigger picture:** the use of AI systems may distance users from directly experiencing how details shape the whole: both because these relationships are partially obscured from the outset by the generalisations and averaging generated by AI systems, and because users gradually lose the habit of tracing these relationships themselves. As a result, actual relationships may cease to be recognised, even though they were previously taken for granted.

4. The University of Warsaw recognises the following risks associated with the use of AI systems by students in their personal development:

1) **impairment of cognitive skills**: increased use of AI systems may diminish the role of traditional learning techniques, such as memorising facts or repeatedly practising routine tasks which, in the absence of pedagogical reflection, may lead to the neglect of key cognitive skills;
2) **loss of autonomy**: excessive use of AI systems may weaken students' critical approach to the content they receive and reduce critical thinking, particularly as learning does not solely consist in providing the final outcome, but also involves understanding the process by which knowledge is created;
3) **technological dependence**: excessive reliance on AI systems may reduce resilience to technical failures and situations in which access to digital resources is limited.

5. The University of Warsaw recognises the following systemic and indirect risks associated with the use of AI systems:
1) **environmental impact**, in particular excessive consumption of energy and water;
2) **social and economic risk**, in particular dependence on AI system providers which may result in private technology corporations gaining control over key areas of social and economic life.

§ 5

Use of AI Systems in the Teaching and Learning Process

1. The use of AI systems is permitted in the teaching and learning process at the University of Warsaw, subject to compliance with the principles of good academic practice.

2. Persons using AI systems in the teaching and learning process should consider benefits arising from their use, including those referred to in § 3, as well as risks associated with the use of AI systems, including those referred to in § 4.

3. Teaching staff responsible for delivering classes and verifying learning outcomes are recommended to design the teaching and learning process in such a way as to illustrate, as consciously as possible, the advantages and disadvantages of using or refraining from using AI systems.

4. The use of AI systems must enable the learning outcomes specified for the relevant classes to be achieved and must comply with the applicable assessment methods, whereby:
1) framework regulations for a particular field of studies or group of fields of studies are established by a relevant teaching and learning council;
2) detailed regulations are specified in the course syllabus;
3) detailed regulations may be further specified by the teaching staff delivering classes or conducting examinations.

5. Information on which AI systems may be used as part of a course or examination and the permitted scope of such use should be presentend in a transparent manner, taking into account section 4, points 1 and 2.

6. Students may decide whether and how to use AI systems within the rules established for a relevant course or preparation of a graded assignment.

7. Unless otherwise clearly expressed in the rules referred to in section 4, specific uses of AI systems by students must be agreed with the teaching staff and examiners so as to ensure that the student's manner of working leads to acquisition or verification of learning outcomes.

8. In materials supporting the delivery of classes and communication with students, teaching staff should indicate which content has been intentionally generated using AI systems.

§ 6

Verification of Learning Outcomes

1. The use of AI systems during examinations and written assignments shall not be permitted unless the relevant teaching and learning council decides otherwise and examination instructions or tasks specify the way AI systems may be used.

2. It is recommended that the verification of learning outcomes shall not be based solely on a written assignment prepared by a student outside classes. The decision in this regard shall be made by the teaching and learning council relevant for a particular field of studies.

3. It is recommended to introduce methods for the verification of learning outcomes which meet the following requirements:

1) they enable feedback during classes with a view to enhancing the student's competences;
2) they are designed to support the learning process;
3) they are based on criteria established in advance.

4. Students are required to attach to each written assignment a statement specifying the extent to which AI systems have been used.

5. The requirement referred to in section 4 shall apply to texts, images, videos, music and any other content produced with the use of AI systems.

6. The requirement referred to in section 4 shall be fulfilled by providing a list of all AI systems used with a purpose and scope of their use.

7. Depending on the nature of a written assignment, students may be also requested to disclose the prompts used, in particular in the form of a prompt log.

8. By submitting a written assignment bearing their name or giving a presentation, students thereby confirm that:

1) they bear full responsibility for the quality and content of a submitted assignment, the methodology applied, the process of its preparation and the literature used;
2) they have prepared the assignment in compliance with the principles of good academic practice and the rules outlined in § 5, sections 4 and 7.

9. Irrespective of the assessment methods and criteria specified in the course syllabus, the teaching staff delivering classes or conducting an examination may require a student to discuss or provide an oral defence of the content presented in the written assignment. The provisions concerning the unethical obtaining of credit, referred to in § 4, section 3, point 13, letter a of the Rules and Regulations of Studies, shall apply accordingly.

10. Computer-based tools for detecting the use of AI systems shall not be used as the sole method of establishing that a student has made unauthorised use of tools employing AI systems in the preparation of written assignments.

11. In the Appendix to Resolution No. 10 of the University Council of Teaching and Learning of 7 June 2020 on principles of conducting examinations and assessment at the University of Warsaw (Journal of the University Council of Teaching

and Learning of 2020, item 10), in § 3, following point 7, point 8 shall be added and read as follows:
“8) the scope of permitted use of generative artificial intelligence in the conduct of examinations and assignments”.

§ 7

Diploma Theses

1. The use of AI systems in writing a diploma thesis shall be agreed between the thesis supervisor and the student writing the thesis.

2. If the thesis supervisor and the student writing the thesis agree that the diploma thesis is to be prepared with the use of AI systems, the thesis supervisor is required to:
1) specify the objectives, scope and means of using AI systems in writing the thesis in cooperation with the student writing the diploma thesis,
2) systematically monitor the student's progress in writing the diploma thesis with the use of AI systems in such a way as to ensure verification of the learning outcomes related to the diploma seminar or other subject leading to the diploma thesis submission.

3. The objectives, scope and means of using AI systems and monitoring referred to in section 2 should guarantee:
1) the requirement that a thesis is an independent elaboration of a scientific, artistic or practical issue or a technical or artistic achievement, presenting the student’s general knowledge and skills associated with the studies in a given field of studies, level and profile, as well as the ability to analyse and draw conclusions independently, as specified in Article 76, section 2 of the Act of 20 July 2018 – Law on Higher Education and Science (consolidated text: Journal of Laws of 2024, item 1571, as amended);
2) the requirements set out in the detailed rules of the diploma examination process for a particular field of studies as stated by the relevant teaching and learning council.

4. In the thesis, the AI systems used and the objectives and means of their use should be described and clearly marked, in particular in an introduction or a chapter on research methods.

5. The use of AI systems does not discharge the student writing the thesis from responsibility for the content thereof, in particular from:
1) copyright infringement;
2) references to non-existent sources;
3) dissemination of prejudices;
4) using language that violates the principles of equality;
5) violation of good manners.

6. If the diploma thesis is found not to comply with the requirements specified in section 3 or contains any of the violations referred to in section 5, the standards and procedures in the case of students’ unethical obtaining of course credits and passing examinations, as well as preparing written assignments and diploma theses in violation of the law, including the copyrights referred to in § 4, section 3, point 13 of the Rules and Regulations of Studies, shall be applied, in particular the provisions of Resolution No. 14 of the University Council of Teaching and Learning of 13 July 2020 on principles of the standards and procedures in the case of written assignments and

diploma theses prepared in violation of legal provisions at the University of Warsaw (Journal of the University Council of Teaching and Learning of 2020, item 14).

7. In the Appendix to Resolution No. 4 of the University Council for Teaching and Learning of 27 February 2020 on guidelines for the diploma examination process at the University of Warsaw (Journal of the University Council for Teaching and Learning of 2020, item 4), in § 2, section 1, following point 9, point 10 shall be added and read as follows:
“10) specification of the permitted use of generative artificial intelligence tools in the preparation of diploma theses”.

§ 8

Final and Transitional Provisions

1. Teaching and learning councils shall adopt resolutions referred to in § 5, section 4, point 1 without undue delay.

2. Teaching and learning councils shall adjust detailed rules for conducting examinations and assignments to the provisions of § 6 without undue delay.

3. If introducing the provisions referred to in section 2 requires amendments to programmes of studies, teaching and learning councils shall submit a relevant proposal so that the amendments may enter into force not later than the 2028/2029 academic year.

4. Teaching and learning councils shall adjust detailed rules for the diploma examination process to the provisions of § 7 without undue delay.

§ 9

1. Resolution No. 98 of the University Council for Teaching and Learning of 8 December 2023 on the principles of using artificial intelligence tools in the teaching and learning process (Journal of the University Council for Teaching and Learning of 2023, item 98, as amended) shall cease to have effect.

2. The University Council for Teaching and Learning shall review this Resolution at least once every two years.

3. The Resolution shall enter into force on 1 October 2026.