AI IN EDUCATION: INSPIRATIONS AND BEST PRACTICES FROM POLAND, CZECH REPUBLIC AND HUNGARY

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UNIVERSITY
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ELTE EÖTVÖS LORÁND UNIVERSITY

JAGIELLONIAN
UNIVERSITY
IN KRAKÓW

VŠE / PRAGUE UNIVERSITY
OF ECONOMICS
AND BUSINESS

SUA
Slovak University
of Agriculture
in Nitra

This e-book was created as a result of the collaboration of partner universities.

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Introduction

This e-book was created as a result of the collaboration of partner universities within the V4 project, supported by the Visegrad Fund (project number 22410207). Its goal is to support the implementation of innovative solutions using artificial intelligence (AI) in higher education. AI is an increasingly important phenomenon that brings new challenges and opportunities, especially in digitalizing education, developing digital literacy, and preparing students for the future labour market. However, academic staff and students often lack sufficient information and skills regarding the appropriate and ethical use of AI.

The e-book is structured to inspire academic staff to apply AI in various areas of teaching and research. It contains examples from the actual practice of universities from three countries that contributed examples to the e-book: the Czech Republic, Poland, and Hungary. These examples illustrate the transformation of study programmes, new teaching and assessment methods, the use of modern AI tools, building AI-related competencies, and ensuring responsible and ethical approaches to this technology. It is hoped that this publication will help broaden awareness of AI possibilities, and support innovation in higher education.

Curriculum Transformation

→ AI is reshaping the learning outcomes of study programmes.

At the Faculty of Education at the University of West Bohemia in Pilsen, we have adjusted the teacher training programmes to include the topic of artificial intelligence within the course focused on digital technologies, which all future teachers take. Additionally, we address this topic in subject-specific didactics, where students use AI to support their creativity in preparing lessons that they will implement during their teaching practice.

At the beginning of their pedagogy studies, we introduce topics, such as ethical, safe, appropriate/inappropriate, and recommended/not recommended use of AI. We teach future teachers to distinguish when AI serves as a useful assistant in learning, and when its use might lead to situations where students learn nothing, because AI performs all of the intellectual work for them.

At the Faculty of Management, Prague University of Economics and Business, learning outcomes at the programme level have not fundamentally changed with the advent of artificial intelligence, as competencies related to digital technology use were already integrated into the graduate profile. However, AI's emergence has significantly reshaped specific courses. For instance, the "Study Skills" course now explicitly includes tasks designed for utilising AI, prompting students not only to accomplish assignments with AI support, but also to critically reflect on AI's effectiveness and ethical implications. Similar integration appears across various courses and thesis-writing seminars, where students are encouraged to ethically and transparently leverage AI for research design, data analysis, and interpretation. Therefore, AI has become an explicit, reflective, and ethical dimension of achieving existing learning outcomes.

Guidelines for students and faculty on the use of generative AI
(Eötvös Loránd University, Faculty of Education and Psychology)

In order to assess the continuous challenges posed by artificial intelligence, and to offer potential answers to them, an ad hoc committee was established at the faculty which, supported by the Students' Union and the Doctoral Students' Union, released a statement regarding the use of artificial intelligence in teaching and research. The policy can be found in the following document.

While not explicitly linked to the transformation of the curriculum, this was a first step to make faculty and students aware of the issue. Based on the guidelines, faculty members implemented AI statements in their syllabi, referencing this document and a discussion of ethical, transparent, and acceptable AI use.

Guidelines for faculty to reconsider learning outcomes, teaching and learning activities and assessment in the face of generative AI
(Eötvös Loránd University, Faculty of Education and Psychology)

The Ad Hoc Committee on Artificial Intelligence in Education and Research created a guideline for faculty members regarding practical suggestions on how to reconsider present approaches for setting learning outcomes, creating teaching and learning activities, and planning assessment in light of the challenges of generative AI technologies. The guideline offers a practical approach to reshape the learning experience along the constructive alignment framework. The guideline is available from here.

The effective and ethical application of generative artificial intelligence at the Institute of Pedagogy of the Jagiellonian University is a phenomenon increasingly observed both on the part of students (future teachers and pedagogical staff), and on the part of academic teachers. However, this process is not balanced, and therefore both groups are not fully exploiting the potential offered by the current AI-based edtech tool.

The transformation of curricula and learning outcomes is currently based on different approaches: from adopting a restrictive model (prohibiting the use of AI), through an approach that ignores the potential of AI, to attempts to make effective use of AI (e.g. in the context of critical text evaluation, generating teaching materials addressed to different groups, through the use of AI in a narrow area – pedagogical diagnosis).

→ AI as an essential subject of study.

At the Faculty of Education at the University of West Bohemia in Pilsen, we have updated the course "Information Technology in Education." Students attend a lecture or webinar on AI delivered by an invited expert on the latest developments in artificial intelligence. As part of the course, students can also choose from several optional assignments related to AI. These tasks are completed individually, and students upload evidence of their work into an electronic portfolio.

The optional assignments include studying an online course focused on basic information about artificial intelligence, such as *Elements of AI*, or exploring methodologies for working with AI in schools developed by the organization *AI dětem*. Additionally, students are tasked with engaging in a discussion with an AI chatbot about the possibilities of using technology in teaching subjects related to their field of study – e.g., Czech language teaching, mathematics teaching, music education, etc.

Artificial intelligence is not established as a standalone subject at the Faculty of Management, Prague University of Economics and Business. Instead, it is comprehensively integrated across multiple existing courses, reflecting its broad applicability. For example, during "Innovation Week," a semester-based extracurricular event, we regularly host AI experts demonstrating practical AI applications in marketing, management, and thesis preparation. Additionally, specialised hackathons support students directly in employing AI responsibly for their Bachelor's and Master's theses. Through such integrative activities, students learn about AI not merely as a technological tool, but also as a catalyst for ethical reflection, creativity, and enhanced analytical competence within their professional and academic practices.

Elective course "AI Literacy for Higher Education: Applying GenAI Responsibly in Your Studies"
(Eötvös Loránd University, Faculty of Education and Psychology)

At the Faculty of Education and Psychology we launched an elective course for students regarding the use of AI in their higher education studies. This online course equips higher education students with essential AI literacy and practical skills to effectively and responsibly use Generative AI (GenAI) tools in their academic studies. Explore AI fundamentals, ethical considerations, practical applications like research assistance and data analysis, and develop strategies for navigating the evolving landscape of AI in academia and future careers.

Using AI in doctoral education and research
(Eötvös Loránd University, Faculty of Education and Psychology)

At the Doctoral School of Education at the Faculty of Education and Psychology, Eötvös Loránd University, during the courses we teach for doctoral students, we are aware of the opportunities and challenges posed by AI tools, especially in designing research, interpreting, and analysing data. Teachers and students explore together the possibilities and constraints (e.g. using generative AI to come up with research questions, using AI for qualitative content analysis, analysing quantitative data with Julius.AI etc.). While this is at an experimental phase, the use of AI will be integrated into the curriculum during the next reform.

The last two years have forced the use of generative artificial intelligence as part of compulsory courses for students of pedagogical faculties. The increase in AI-related activities is particularly evident in courses, such as media education and ICT methodology, where students discover the potential of these tools for their future professional tasks. However, AI is not the basis of the curriculum for these courses. It is a teaching aid that is considered complementary to ‘traditional’ solutions classified as edtech. However, given the dynamic development of AI and the increasing range of applications of this type of educational software, it is necessary to consider the possibility of launching a new academic course, the main focus of which would be on tools to strengthen teachers’ digital competences based on AI.

Transforming Teaching and Learning Strategies

→ **Changes in learning outcomes lead to changes in teaching and learning activities.**

At the Faculty of Management, Prague University of Economics and Business, we responded to evolving expectations of graduates by significantly adapting teaching and learning activities, particularly in relation to thesis preparation. With the rise of generative AI reducing the value of extensive descriptive writing, we restructured thesis assignments to be shorter and more analytically intensive. The emphasis now lies on students' ability to concisely communicate original insights and critical thinking within a limited space, aligning more closely with professional expectations in the digital era. Additionally, final state examinations shifted from traditional knowledge-focused testing towards deeper, reflective discussions on students' theses. This approach allows us to rigorously assess genuine understanding, independent critical thinking, and authenticity of student work in an era where content generation can easily be automated.

Among the essential prerequisites for high-quality work with artificial intelligence today are, above all, the ability to think critically and to carry out thorough analysis of texts, supported by the study and verification of information in renowned citation databases. Within a course offered by the Centre for Biology, Geosciences, and Environmental Education, an innovative new seminar assignment was introduced, reflecting the current challenges of modern science. Using artificial intelligence, the instructors prepared expert texts that students then subjected to rigorous comparison with relevant scientific sources. The students argued with characteristic precision, relied on evidence, and verified the accuracy of each statement. In doing so, they not only developed their ability to work with AI, but also learned to handle information responsibly, strengthening both their expertise and critical reflection skills.

The increasing prevalence of AI-based tools is inevitably forcing the transformation of digital and media competences, critical thinking, and the ability to analyse data and information using artificial intelligence. The expansion of AI edtech tools means that slowly but increasingly, academic teachers in the critical-constructivist paradigm emphasise the opportunities, as well as the threats, in the transformation of the learning and teaching environment. There are many examples where AI plays an important role. These include machine translation (e.g. DeepL), to present current research results from pedagogical journals, the creation of graphically advanced presentations and diagrams (e.g. Canva, ChatGPT), summarising content in a concise form that is accessible to students. AI is undoubtedly transforming higher education, but this process is limited by the style of use of new media related to the characteristics of the digital immigrant generation (the dominant part of the teaching staff).

→ New teaching and learning activities using AI.

Artificial intelligence has become integral to innovative teaching and learning activities at the Faculty of Management, Prague University of Economics and Business. Specifically, in our foundational course "Study Skills," assignments are structured to deliberately incorporate AI. Students initially complete tasks independently, then revisit them with AI-based tools, such as ChatGPT or NotebookLM, comparing their outputs. This reflective practice not only highlights differences in quality and creativity, but also prompts critical discussions about ethical considerations and limitations of AI-generated content. Moreover, students actively use AI as an assistant in preparing their research projects and theses. They leverage it to refine research questions, select suitable methodological approaches, process and analyse data, and even perform linguistic proofreading. Through systematically embedding AI tools into coursework and thesis preparation, students develop advanced analytical skills and deeper insights into the ethical dimensions of technology in academic and professional contexts.

As part of the General Didactics course, students embark on an exploratory journey across the campus, tasked with visiting three predetermined outdoor sites – be it a stately avenue of trees, a broad staircase, or other inspiring corners. At each location, they reflect on which educational activities could be carried out there with their future primary school pupils, tailored to the subjects they themselves teach.

Upon returning to the classroom, the moment of sharing begins – students acquaint themselves with suggestions and ideas provided by their peers, enriching their own concepts, and allowing artificial intelligence to generate further, often unexpected, proposals. This is followed by a lively discussion in which the strengths and weaknesses of the proposed activities are carefully weighed, and together they seek the most suitable options for each place and group of pupils.

Flipping generative AI use
(Eötvös Loránd University, Faculty of Education and Psychology)

In this good practice example, we present how we turned around ChatGPT use in our course. Previously, students were tasked with selecting a factor from a meta-analysis, analysing it, and then identifying new relevant studies. By utilizing a tool like ChatGPT, a preliminary submission for each topic was generated by the teacher. This AI-produced text is then presented to students as a "baseline" – the foundational level of understanding, or a minimum acceptable standard. The core of the revised assignment then shifts to the critical evaluation and enhancement of this AI-generated content. Students are tasked with identifying and rectifying inaccuracies, addressing instances of "hallucination" (plausible but incorrect information), verifying all references, and subsequently expanding upon the initial AI-provided text. This methodology not only introduces students to the capabilities and limitations of artificial intelligence, but also significantly hones their critical thinking, research acumen, and academic writing abilities, by requiring them to actively refine and elevate AI-produced information.

The Institute of Pedagogy at the Jagiellonian University focuses on the training of teaching staff – both pedagogical and in-service teachers (e.g. as part of postgraduate studies). Given the dynamics of change in the information society, it is reasonable to change training programmes using new AI-based solutions. The use of AI is particularly evident in courses related to the development of digital and media competences, but it is not limited to courses thematically related to media pedagogy. An example of the innovative use of AI is the creation of diagnostic solutions (diagnosis of developmental deficits) aimed at helping to make pedagogical decisions based on targeted observation. This individual example shows the synergy in combining different subdisciplines with AI, i.e. special education with media education.

Assessment Transformation

→ Changes in learning outcomes and activities require changes in assessment methods.

At the Faculty of Management, Prague University of Economics and Business, the widespread adoption of artificial intelligence prompted significant modifications to our assessment methods. Recognising that traditional written assignments and exams could be easily generated by AI, we shifted toward assessments that require a deeper understanding, originality, and critical thinking. We increasingly utilise oral examinations, structured professional discussions, and presentations where students must demonstrate genuine mastery of their topic. In courses such as thesis seminars, students participate in intensive dialogues defending their methodological choices, and reflecting on ethical dimensions of AI usage in their research. Additionally, project-based assignments with continuous progress monitoring have become common, enabling teachers to authentically verify student contributions and progression. This comprehensive approach ensures that assessment aligns with the evolving skillset needed in the digital age, while upholding academic integrity standards.

At the Faculty of Education, the rapid rise of generative artificial intelligence has ushered in a significant shift in how students are assessed. Instead of focusing primarily on traditional theoretical outputs, evaluation is increasingly centred on practical results, original educational projects, and bespoke teaching materials that reflect the real-world skills and creativity of future educators.

Even final theses – which once adhered strictly to a purely academic and theoretical format – are now, with growing frequency, taking the form of concrete projects or creative works: outputs with a direct impact on educational practice and the potential to stand on their own outside the academic sphere. This transformation not only enriches the diversity of student work, but also creates fertile ground for a deeper interplay between theory and practice, fostering the very competencies that are indispensable in an era defined by digitalisation and artificial intelligence.

Assessment using AI-based tools appears to be one of the most promising areas that facilitates the work of an academic teacher. This activity saves time and increases efficiency, but despite its many advantages, it is an occasional activity. Currently, there is a lack of quantitative and qualitative data on the use of AI in this area. Nevertheless, within the framework of selected courses (e.g. diploma seminar), students under the supervision of selected professors have the opportunity to evaluate their own research methodology using AI. However, this is an occasional activity, and is only used in selected cases among individuals who are proficient in the use of AI (such as ChatGPT and Gemini). Furthermore, due to concerns about the low quality of the AI evaluation process, as well as GDPR, this kind of potential generated by generative artificial intelligence is not being fully and automatically utilised at this stage.

→ Evolving approaches to theses and essays.

At the Faculty of Management, Prague University of Economics and Business, the advent of generative AI significantly reshaped the approach to Bachelor's and Master's theses. Recognising that lengthy descriptive writing could easily be automated, we significantly reduced the required length of theses, placing greater emphasis on analytical clarity, originality, and succinct communication. Rather than expansive theoretical chapters, students must now clearly articulate their unique contributions, methodological rigour, and critical reflections within shorter, more sharply focused documents. Furthermore, theses now explicitly require students to reflect on the ethical implications and scope of the AI tools that they utilised. During final state examinations, the evaluation shifted from factual testing toward intensive, critical discussions surrounding their thesis topics. Examiners rigorously explore whether students truly understand their research processes and findings, ensuring authenticity and intellectual honesty in an AI-driven context.

At the University of West Bohemia in Pilsen, it is expected that students will transparently incorporate artificial intelligence into their final theses. There are no restrictions placed upon them in this regard; however, they are encouraged to include a dedicated chapter in which they describe in detail both the manner and the rationale for their use of AI within their work. Should a student choose not to use AI at all, they are likewise prompted to address this decision in their thesis.

Additionally, students have access to learning materials designed to support effective and ethical use of AI during the thesis-writing process. These resources are available in the form of a course, which has been created by a group of students for their peers, under the guidance of faculty members.

The use of AI in the creation of essays and term papers is one of the most problematic situations brought about by generative artificial intelligence. This is due to the fact that academic teachers are concerned about students uncritically generating essay content using AI. These concerns have a legitimate basis, as exemplified by the detection in one of the academic courses of approximately 30% of the essays that were generated by ChatGPT or a related tool. This area raises many concerns and ethical dilemmas related to the transformation of the way essays are assessed (e.g. combining oral exams), with the assessment of the quality and understanding of the essay created by the authors – students. This fundamental method for social sciences is currently at risk of ineffective verification of learning objectives, due to the popularity of software, such as Jasper.ai, writesonic, smodin.

Emerging AI Tools

→ The role of AI tools in education is expanding.

At the Faculty of Management, Prague University of Economics and Business, we actively introduce a broad spectrum of AI tools into teaching and learning processes. Students routinely use general-purpose AI tools, such as ChatGPT or NotebookLM, as interactive learning assistants, helping them organise, summarise, and critically evaluate academic content. Additionally, we encourage specialised AI applications, including tools like Consensus.app for exploring scholarly literature, Grammarly for linguistic precision, and DeepL for high-quality automated translations. Rather than prescribing specific software, we foster an open environment where students freely explore and evaluate various emerging AI tools, reflecting the dynamic evolution of the AI marketplace. This flexibility allows students to become proficient at independently identifying and ethically applying optimal technologies relevant to their academic and professional tasks, significantly enhancing their digital literacy and adaptability.

The Faculty of Education at the University of West Bohemia is committed not only to ensuring that its graduates are theoretically acquainted with artificial intelligence, but also that they possess practical, effective experience with its use within educational contexts. The aim is for future teachers to be able to recognize and purposefully employ specific, suitable AI applications that can enrich and diversify teaching, as well as support the individual needs of pupils.

To this end, activities making use of AI-powered applications are systematically integrated into didactic courses. Students are guided not merely to master these tools, but also to critically evaluate their benefits and limitations for the educational process.

At the same time, the Faculty works with advanced, comprehensive platforms designed specifically for teachers, incorporating a broad range of AI-powered functions. Tools such as Canva, Magic School, and other innovative applications enable the creation of interactive and personalized educational content, facilitate lesson planning, and allow for analysis of students' progress with the support of artificial intelligence. This integration of modern technology with pedagogy prepares graduates for the real demands of contemporary schools, and empowers them to respond dynamically to the challenges of today's digitized educational practice.

The importance of artificial intelligence in research and teaching work is growing, although it is still not a widely used tool. The most commonly used tools are the AI apps in Canva, which streamline the creation of presentations, and AI-based generative research tools designed to help researchers and scientists effectively navigate the scientific literature (Consensus.app, Elicite.org, Scite.ai).

Consensus.app analyses millions of scientific articles to provide evidence-based answers to complex questions. The platform summarises research findings, highlights researcher consensus, and provides direct citations. This helps identify areas of research, understand existing knowledge, spot gaps, and uncover trends; the tool requires vigilance and checking each paper.

Canva AI transforms text prompts into complete presentation designs, generates visual content, suggests layouts, and helps create presentation content.

→ Ensuring ethical and responsible AI use.

The Faculty of Management, Prague University of Economics and Business, was among the first to develop formal ethical guidelines for using generative AI in academic settings. These guidelines serve both students and staff as a reference for responsible and transparent AI use in study, research, and creative work. Ethical reflection is embedded into key courses such as "Study Skills" and thesis seminars, where students are explicitly required to describe how they used AI, for what purpose, and to what extent. The responsible use of AI is also a recurring topic in coursework and project assignments, where students evaluate not only the effectiveness, but also the ethical boundaries of AI involvement. This institution-wide emphasis on transparency, attribution, and critical reflection ensures that AI becomes an enabler of learning – not a shortcut that compromises academic integrity.

At the University of West Bohemia, the topic of the ethical use of artificial intelligence is a recurring subject of in-depth discussion across multiple levels of the institution. These conversations take place not only within the dedicated AI Working Group, but also extend to individual departments, and foster ongoing dialogue between faculty members and students. We firmly uphold the principle of transparency in the use of AI, and have issued detailed guidelines for both students and educators on how to appropriately navigate various aspects of AI integration.

Initially, these guidelines took the form of soft recommendations aimed at raising awareness and encouraging responsible behaviour. However, as the ethical implications and practical realities of AI use have grown clearer, the university has progressively moved toward formalising fundamental principles within its official internal regulations. This shift signifies a commitment to embedding ethics deeply into the fabric of the university's policies, ensuring that all members of the academic community understand their responsibilities and act with integrity when employing AI technologies.

This evolving framework supports a culture of openness, respect, and accountability, positioning the University of West Bohemia at the forefront of responsible AI adoption in higher education. It fosters an environment where innovation and ethical reflection go hand in hand, preparing students and staff alike to meet the challenges and opportunities that AI presents in education and beyond.

Legal regulations have not kept pace with the rapidly developing generative artificial intelligence, so it is a major challenge to ensure the ethical and responsible use of AI by users. In this situation, the university is introducing statements for thesis and dissertation authors, in which they are obliged to describe how AI is used in their work. During classes in subjects dedicated to new technologies in education, tools based on generative AI are discussed. During the course, we discuss copyright regulations, as well as AI hallucinations and AI's unauthorised use of others' works without citation marks. We show AI tools from two sides – the possibilities and the weaknesses. In view of the doubts related to the assessment of students' coursework, we see the necessity of training for academic teachers and changes in the area of checking learning outcomes enshrined in the core curriculum. Currently, systemic support for university teachers has not been implemented. There has been online training for interested staff on the use of AI tools available at the university (Copilot). Both staff and students are concerned about breaking the law or putting the university's reputation at risk by unknowingly using an unknown tool, or by feeding AI with protected data.

Building AI Competencies

→ **The evolution of learning outcomes, activities, and assessment drives the development of new AI-related competencies for teachers.**

To support faculty adaptation to the rapidly evolving AI landscape, the Faculty of Management, Prague University of Economics and Business, organises a dedicated event each semester called “Quality Day.” This internal staff development forum serves as a space for sharing teaching innovations, including practical experiences with AI tools. Teachers present how they integrate generative AI into assignments, discussions, and assessments, and exchange ideas on preserving academic integrity while fostering innovation. Quality Day also includes training sessions on ethical and creative uses of AI, encouraging teachers to explore both general tools like ChatGPT and discipline-specific platforms. These peer-led sessions empower instructors to experiment with AI in their own courses, while aligning with institutional values. By facilitating a bottom-up, practice-oriented approach, we promote technological literacy and a shared academic culture of responsible AI integration.

At the University of West Bohemia, we devote systematic and long-term attention to the professional development of both academic and non-academic staff in the effective use of artificial intelligence. We believe that only continuous education and the sharing of experience will enable faculties and departments to fully harness the potential of these technologies, while also meeting the challenges they bring.

Each month, we therefore organise a wide range of AI-focused training and educational events – from introductory courses for beginners and advanced seminars for experienced users, to specialised workshops dedicated to particular topics, technologies, or pedagogical approaches. Training takes place in the form of in-person workshops that emphasise interactive participant engagement, as well as online webinars that offer flexible access from anywhere. The events feature internal lecturers from among the university's own experts, alongside invited external specialists from professional practice or research.

A key element of this support is our regularly updated online portal, where participants can find not only the current event calendar, but also recordings, learning materials, guides, and recommended resources. To foster long-term sharing and networking, we have established a learning community – the AI Network – whose members meet regularly to discuss the latest trends, and share hands-on experiences from teaching and project work.

For tackling more demanding or technically complex issues, we run a dedicated AI Talks series, where a group of the university's programmers and other specialists address current problems, emerging technologies, and advanced methodologies. This multi-level system of training and support ensures that the university's staff can not only keep pace with the rapid evolution of AI, but also become active drivers of its meaningful integration into the academic environment.

Developing AI competence in teachers is not just a matter of learning about the technology – it is a pedagogical, cultural, and ethical issue. The automation of research processes, content generation, and pedagogical tools facilitated by AI challenges traditional epistemological models, urging a redefinition of authorship, originality, and intellectual responsibility. The changes brought about in science by AI force an open discussion on the future of academic work, its paradigms in the context of the evolving role of the human researcher.

At the Institute of Pedagogy at the Jagiellonian University, we see a pressing need to respond effectively to the rapidly developing AI technology, but there is a lack of systemic solutions and open AI training for academics. Knowledge on the subject is obtained from various sources in an individualised manner, and its implementation in the classroom is incidental, rather than universal. A training course is planned to introduce teachers to the subject of various AI tools that would be helpful in creating didactic content and supporting research.

→ Teachers and students – both adapting to AI.

At the Faculty of Management, Prague University of Economics and Business, we actively foster collaboration between teachers and students in navigating AI adoption. Assignments are increasingly structured as iterative processes: students first complete tasks independently, and then revise or compare them using AI tools. These comparisons lead to class-wide reflections guided by instructors, opening dialogue on AI assistance's strengths, limitations, and ethical boundaries. In thesis writing seminars and project-based courses, students are encouraged to discuss their AI use openly with supervisors, including which tools they applied, how they validated results, and what dilemmas they encountered. Teachers, in turn, share their own practices with AI, creating a transparent environment where learning becomes a shared journey. This mutual exploration helps students and teachers alike develop critical digital and ethical competencies in a constructive, trust-based academic setting.

At the University of West Bohemia, we perceive artificial intelligence as a phenomenon that is still relatively new, both for faculty members and students, and at the same time as a topic that opens up opportunities for truly collaborative partnerships between the two sides of the academic community. For us, AI is not merely a technological novelty, but above all an invitation to engage in dialogue, share experiences, and jointly explore its potential as well as its limitations.

It was for this very reason that, in 2023, the AI Working Group was established, bringing together not only academic staff, but also students from various faculties. This open, interdisciplinary team serves as a platform for reciprocal learning, inspiration, and experimentation with new forms of teaching and research in which AI is seamlessly integrated.

Each year, the group issues project calls aimed at small yet thematically focused and innovative initiatives, united by the core principle of equal collaboration between teachers and students. The goal of these projects is to seek out and test new ways to integrate artificial intelligence into university processes – ranging from the creation of teaching materials, to experimental pedagogical approaches, and supportive tools for research. Through these activities, AI becomes not only a subject of study but also a catalyst for strengthening community ties, fostering creativity, and cultivating mutual respect among all participants in the educational process.

Academics and students alike are learning about the capabilities and weaknesses of AI – and, as has been repeatedly verified in various studies, there is no significant advantage for ‘digital natives’ over ‘digital immigrants’. Both groups are curious, but also distrustful of tools based on generative AI. The joint involvement of students and academics in evaluating and attempting to use AI effectively and ethically in research could create spaces for a new style of interaction and co-education. The demonstration of a variety of tools – for generating text, images, and video, as well as the open discussions taking place in academia about new patterns and tools for research and teaching work, is the beginning of a bottom-up change in teaching and learning strategies.

Conclusion

The examples presented in this e-book demonstrate diverse and practical approaches to integrating artificial intelligence into higher education across the contributing countries of the Czech Republic, Poland, and Hungary. They highlight how AI is transforming curricula, teaching and learning strategies, assessment methods, and the development of digital and critical thinking competencies. The use of AI tools ranges from supporting research and creative work, to fostering ethical awareness, and responsible AI use among students and faculty. Collectively, these examples underscore the potential of AI to enhance educational experiences, promote innovation, and prepare both educators and students for future challenges in a rapidly evolving academic landscape.

Moreover, the world of AI is constantly changing, making it essential to continuously engage with this topic in higher education. Experimentation and exploration of AI's potential from multiple perspectives are crucial. This ongoing inquiry ensures that educational practices remain relevant, and that both teachers and students are equipped to adapt to emerging technologies and their implications. Embracing this dynamic environment will help institutions not only integrate AI effectively, but also foster a culture of innovation and critical reflection in academia.

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