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Veštačka inteligencija, koristan pomoćnik ili pretnja plagijata: „Analiza regulatornih pristupa i etičkog okvira u Evropskoj uniji i u Srbiji“

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Apstrakt: Brza integracija veštačke inteligencije (VI) u obrazovni sistem dovela je u pitanje granicu između legitimne pomoći i akademskog plagijata VI. Ovaj rad analizira kako zakonodavstvo i etički okviri u Evropskoj uniji (EU) i u Srbiji regulišu ulogu VI kao produktivnog alata za podršku i kao potencijalnog izvora plagijata. Takođe se fokusira na teorijske debate naučnika o dvostrukoj prirodi VI, pri čemu neki od njih ističu učenje i kreativnost kada se VI koristi transparentno, i oni koji predlažu nekoliko strategija, ali i uputstava koje akademsko osoblje može da koristi za sprečavanje plagijata korišćenjem VI. Pored toga, ovaj rad je takođe uzeo u obzir podatke anketa o plagijatu VI na evropskim univerzitetima i podatke o stavovima studenata u Srbiji kada se govori o upotrebi VI.

Ovaj rad pokazuje da, iako upotreba VI u obrazovnom sistemu raste i u Evropi i u Srbiji, u Evropi, uprkos sveobuhvatnim regulatornim zakonima EU o VI, praktična primena i obrazovna adaptacija su još uvek nepotpuni, dok su u Srbiji propisi više u fazi razvoja strategije sa savetodavnim etičkim smernicama. Ono što nedostaje u regulativi i EU i Srbije jeste jasno razlikovanje kada je veštačka inteligencija alat plagijata, a kada ne. Rad zaključuje da za definisanje uloge veštačke inteligencije nije dovoljno ne samo imati adekvatnu zakonsku regulativu, već i pedagoški i etički razvoj koji, pored omogućavanja kapaciteta korišćenja veštačke inteligencije, takođe povećava svest da veštačka inteligencija nije zamena za ljudsku kreativnost.

Ključne reči: veštačka inteligencija, Evropska unija, Srbija, legitimna pomoć, plagijat, regulatorni zakoni

Artificial Intelligence, a useful assistant, or a plagiarism threat: “Analysis of regulatory approaches and ethical framework in the European Union and in Serbia”

Abstract: The rapid integration of artificial intelligence (AI) into education system has challenged the line between the legitimate assistance and the academic plagiarism of the AI. This paper analyses how legislation and ethical frameworks in European Union (EU) and in Serbia regulate the role of AI in being a productive support tool and as a potential source of plagiarism. It also focuses on the theoretical debates of several scholars about the dual nature of AI with some of them highlighting the learning and creativity when AI used transparently and those who suggest few strategies but also instructions that academic staff can use to prevent plagiarism using AI. In addition to that, this paper has also taken into consideration surveys data of AI plagiarism in European universities and data of students' attitudes in Serbia when referring to the use of AI.

This paper shows that while the use of AI into education system is increasing both in Europe and Serbia, in Europe despite for the comprehensive EU's AI regulatory laws, the practical enforcement and educational adaptation is still incomplete while in Serbia regulations are more at the stage of evolving strategy with advisory ethical guidelines. What is missing in both EU and Serbia's regulative is a clear distinguishing of when AI is a tool of plagiarism or not.

The paper concludes that in defining the AI's role it is not sufficient not only to have the adequate legislation but also pedagogical and ethical development which besides enabling the capacities of the AI use also increase the awareness that AI' is not a substitution of the human creativity.

Keywords: artificial intelligence, European Union, Serbia, legitimate assistance, plagiarism, regulatory laws

1. Introduction

Artificial intelligence (AI) has in nowadays become a relevant part of our reality including our education. AI tools are used for text-generating, language translations, data analyses and research in thus assisting academics in their writings. In the meantime, those AI's capabilities raise the concern about authorship and plagiarism in challenging the academics with the necessity of distinguishing what is legitimate or not but also the awareness that the AI can be a valuable assistant and a plagiarism tool. In the EU, the comprehensive AI regulatory laws do not regulate the issue of AI being a plagiarism tool while in Serbia despite aligning with EU digital and ethical standards, the regulations are still at an early stage of AI regulatory development. Therefore, both in EU and in Serbia, the educational institutions are apparently struggling to protect the creativity and knowledge from the AI misuse.

The main research question of this study is:

To what extend the current AI regulations in EU and Serbia enable AI to function as a tool of legitimate assistance and not of plagiarism and what is the role of the moral of the academics in this dilemma?

This study is based on comparative and qualitative research which consists of the analyses of documents and case studies reviews. It analyzes the legislative AI regulations, ethical guidelines but also refers to real examples from EU and Serbia universities in using AI in their academic writings while also focusing on theoretical views of several scholars on this topic.

This paper elaborates the following issues: what are the main theoretical concepts of this research; what do the theoretical debates say about the AI usage in academic writings and what do they advise, what are the regulations in the using of AI in the academic writings, in EU and in Serbia; what is the situation among the academics when the use of AI in their writings is at issue and how far can the academics go with the use of AI in our academic writings and how will our academic moral ethics comply with this.

2. Main theoretical concepts of the research

The elaboration of the main theoretical concepts is important to further understand the analyses and comments in this research. Therefore, it is relevant to explain what intelligence, artificial intelligence, Chat GTP and plagiarism are.

The “faculty of understanding or intellect” is what is called intelligence according to the Oxford English Dictionary which also define intelligence as “the mental capacity to understand” (Oxford English Dictionary, 2010). A more specific definition in also referring to intelligence as understanding is given by Britannica dictionary in describing it as “the ability to learn or understand things or to deal with new or difficult situations” (The Britannica Dictionary, 2025). In their publication, Shane Legg and Marcus Hutter while noting that “despite a long history of research and debate, there is still no standard definition of intelligence” (Legg and Hutter, 2007), give several definitions of what intelligence is. Out of over 30 definitions given by them, two were for us widely framed i.e., that for intelligence to be “The ability to use memory, knowledge, experience, understanding, reasoning, imagination and judgement in order to solve problems and adapt to new situations” (p.2), while quoting AllWords Dictionary, 2006, and “the general mental ability involved in calculating, reasoning, perceiving relationships and analogies, learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations” (p.2), while quoting Columbia Encyclopedia, sixth edition, 2006. Legg and Hutter also refer to several definition of intelligence as described by AI researches quoting also J.S. Albus saying that intelligence is the “the ability of a system to act appropriately in an uncertain environment, where appropriate action is that which increases the probability of success, and success is the achievement of behavioral subgoals that support the system’s ultimate goal” (p.3), and D. Fogel defining intelligence as “Any system that generates adaptive behavior to meet goals in a range of environments can be said to be intelligent.” (p.7).

Regarding AI, there are also a lot of definitions. The Oxford English Dictionary defines AI as “the capacity of computers or other machines to exhibit or simulate intelligent behavior” (Oxford English Dictionary, 2010). In the meantime, while noting that there is “no single, simple definition of artificial intelligence because AI tools are capable of a wide range of tasks and outputs,” (NASA, 2024) National Aeronautics and Space Administration (NASA) defines AI as “computer systems that can perform complex tasks normally done by human-reasoning, decision making, creating, etc” (NASA, 2024). Another definition of relevance is that of International Business Machines Corporation (IBM) officials who describe AI as “technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy. (IBM,

2025). Additionally, ChatGPT is an AI tool. It is about a variant of the GPT-3 (Generative Pre-trained Transformer 3) artificial intelligence language model of OpenAI company introduced in 2021 (Cotton-Cotton et al. 2023).

After having clarified of what intelligence and artificial intelligence mean, it is important to understand what plagiarism is. A compressive definition is given by University of Oxford in the United Kingdom which while defining plagiarism also mentions AI as a possible tool of plagiarism. According to this definition, “presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the use of material generated wholly or in part through use of artificial intelligence (save when use of AI for assessment has received prior authorisation e.g. as a reasonable adjustment for a student’s disability). Plagiarism can also include re-using your own work without citation. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence” (University of Oxford, 2025).

If the intelligence is generally perceived as the ability of understanding, reflecting and acting, AI is usually defined as computer systems and technology that can perform a wide range of human tasks including assessments. It is important to notice that AI is not a human and is created by the humans to perform the tasks they want. For the time being, AI relies on being programmed by humans and interacts based on the retrieved data. The use of AI in the academic field can lead to plagiarism if there is no specified source of reference in the retrieved data under the instructions of those who aim on writing their works and /or ideas.

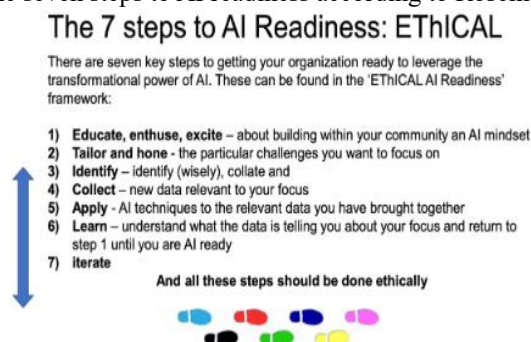
The issue of how and when to use the AI in academic writings thus brings us to debates of different scholars which this study will be dealing with in the next chapter entitled “Theoretical debates about the AI usage in academic writings”.

3. Theoretical debates about the AI usage in academic writings

Debates about the use of the AI in the academic writings have been consisting of concerns but also of enthusiasm. The concerns are mainly based on the expressed stands on the possible misuse of the AI as a plagiarism tool which at the same time affect negatively in the creativity and in the critical thinking of the authors of the academic writings. On the other side, the enthusiasm is expressed via the belief that AI can increase the productivity of the academic writings. Out of several views on dealing with such a topic, this study has focused on two of them which have not only dealt with the optimism of the use of AI also in academic writings and research but have also taken into consideration the possibility of AI’s misuse in even suggesting strategies on how to prevent it.

Rosemary Luckin, Professor Emerita at University College London and Founder and CEO of Educate Ventures Research Limited (EVR), with over 30 years of experience and recognized expert on AI in education (University College London, 2025), while not denying all of great benefits AI could bring to the learners has pointed out that it is relevant to pursue with the education of general public with a key section of being that the educators needs to understand more about the AI, what it can do and how it works (Rulph, 2024). While acknowledging as problems that “the regulation and the code of practice will never keep up with what the technology is able to do” (p.325) and that “huge assumptions will be made about, for example, what it means to be transparent” (p.350), professor Luckin has spoken about seven steps to the AI readiness that are connected to ethical behavior which include education, tailoring, identification, collection, applying, learning and iterating as described in the below given table:

Table 1: The seven steps to AI readiness according to Rosemary Luckin:



Source: (Rulph, 2024, p.351).

Despite being enthusiastic that “within academia, generative AI will likely enhance academic productivity through automated basic research and writing assistance” (p.361), professor Luckin has noted that “human skills like conceptualization, creativity, complex critical analysis, judgment, social perceptiveness, and wisdom will become even more valuable among academics” (p.361). Moreover, she has expressed her skepticism that “there will be an AI that can do everything a human can do, and all of it will be better than a human” (p.362).

In the meantime, in the paper entitled “Chatting and cheating: Ensuring academic integrity in the era of ChatGPT”, the authors, Cotton, Debby R. E., Cotton, Pete A. and Shipway J. Reuben besides examining the opportunities and challenges of using ChatGPT in higher education and discussing the potential risks and rewards of these tools also acknowledge that there are difficulties of detecting and preventing academic dishonesty (Cotton-Cotton et al. 2023). Additionally, the authors have suggested what could be the strategies that the universities could perform to provide not only ethical but also a responsible use of the AI tools. As advantages of the AI in the academic research and writing, those authors mention the following: AI as a platform for asynchronous communication, as a facilitator of collaboration among the students as well as a tool for remote learning (p. 229). On the other hand, as one of the challenges while using AI’s ChatGPT in writing is the possibility of plagiarism with students submitting works that are not their own (p. 230). In order for the AI to be prevented from the misuse, the referred authors have suggested several strategies that the academic institutions can use such as: educating students on plagiarism as one of the most effective ways to prevent plagiarism; requiring students to complete a written declaration stating that their work is their own and that they have not used any AI language models to generate it; consider investing in advanced technology and techniques to detect the use of AI language models; set clear guidelines for use of GPT and other resources; check for sources and citations as chatbots are not capable of conducting original research or producing new idea (p. 232).

In Serbia, according to Danijela Vranješ, a teaching assistant of German language at the Faculty of Philology, University of Belgrade, the AI tools should not be used to write full seminar papers, but they could help with the compiling of bibliographies or citing sources which is “a boring and exhausting job” (Kljajić, 2025).

It is evident that the use of the AI in academic writings cannot be excluded nor there is a will to do it bearing in mind that it is about a tool that facilitates the referred process. However, the ethics must be respected in thus raising the awareness about AI being a possible tool of plagiarism. Forms of education are necessary which are also accompanied by regulations on how the AI can be used or not at to what extent. Therefore, it is relevant to analyze what the current regulations in EU and in Serbia say about the use of the AI in the academic writings which has been elaborated in the next coming chapter.

4. Regulations in the using of AI in the academic writings, in EU and in Serbia

The European Union has issued a set of documents which deal with the general use of the AI. In 2024, it introduced the AI Act Explorer document for which says to be a new regulation on artificial intelligence and considers it as a layer of the foundations for the regulations of the ai in the EU (EU Artificial Intelligence Act, 2024). It is about a document which consists of 13 chapters with each of them containing set of articles which mainly regulate the issues if prohibited AI practices, high risk AI systems, transparency obligations for the providers and developers of certain AI systems, codes of conducts etc. The article that is interesting for our study is article 5 which deals with prohibited AI practices which anticipates the prohibition of the following AI practices in cases such: the placing on the market and the putting into service or the use of an AI system that deploys subliminal techniques beyond a person’s consciousness or purposefully manipulative or deceptive techniques; that exploits any of the vulnerabilities of a natural person or a specific group of persons due to their age, for the evaluation or classification of natural persons or groups of persons over a certain period of time; for making risk assessments of natural persons in order to assess or predict the risk of a natural person committing a criminal offence; to infer emotions of a natural person in the areas of workplace and education institutions (EU Artificial Intelligence Act, Article 5, 2024). As it can be seen is about situations which could harm the rights and identity of the people and eventually exert pressures on them. This document does not deal with the issue of plagiarism in the academic writings. Another EU issued document dealing with AI is the one issued in 2025 by European Union Intellectual Property Office entitled “The development of generative artificial intelligence from a copyright perspective” (European Union Intellectual Property Office, 2025). This over 400 pages document is designed to clarify how Generative AI systems interact with copyright technically, legally, and economically (p.3). It also notes that the “EU was the first jurisdiction in the world to adopt a comprehensive legislation on the regulation of AI technologies, in the form of the Regulation (EU) 2024/1689, commonly referred to as the ‘AI Act’, adopted in June 2024” (p.20), while referring to the AI Act Explorer document which we analyzed in the beginning of this chapter. This document does not deal either with the usage of AI as a possible tool of plagiarism.

Another publication issued in 2025 from the European Commission Directorate-General for Research and Innovation deals with the living guidelines on the responsible use of generative AI in research (European Commission Directorate General for Research and Innovation, 2025). It notes that the “The European Research Area Forum (composed of European countries and research and innovation stakeholders), decided to develop guidelines on the use of generative AI in research for: funding bodies, research organisations and researchers, both in the public and private research ecosystems” (p.4). While considering these guidelines non-binding it is pointed out that they should be considered as a supporting tool for researchers, research organizations and research funding bodies (p.4). As noted, the set of principles framing these guidelines are based on pre-existing relevant frameworks: the European Code of Conduct for Research Integrity and on the work and guidelines on trustworthy AI, developed by the High-Level Expert Group on AI (p.5). This document does not deal with plagiarism and the use of AI but however it gives inputs for a responsible use of the AI in research in emphasizing the among other things the “honesty in developing, carrying out, reviewing, reporting and communicating on research transparently, fairly, thoroughly and impartially” (p.5). It also mentions the Ethics Guidelines for Trustworthy AI of the EU High-Level Expert Group on AI which point out four ethical principles for AI systems: 1. respect for human autonomy; 2. prevention of harm; 3. fairness; 4. Explicability (p.12).

Besides having analyzed the above-mentioned regulations, it is useful to understand how several academic institutions in the EU countries deal with the use of AI as a possible tool of plagiarism. The Belgium based KU Leuven university allows the use of generative AI (GenAI) concerning education and research and even encourage students and teaching staff to handle this technology (KU Leuven, 2025). Nevertheless, this institution requires for several guidelines and principles to be followed while using GenAI in highlighting transparency, verifications of correctness of generated output, respect for copyrighted material, personal data and confidential information as well as responsibility for the correct use of GenAI (KU Leuven, 2025). It is explicitly notes the risk of plagiarism in the GenAI’s output which the transparency about the sources is sometimes absent (KU Leuven, 2025). The University of Siena says to be the first one in Italy to define the use of ChatGPT and other LLM (Large Language Models) by drafting guidelines to guide the academic community in discussing and exploring new ways of teaching and research, and in activating behaviors that foster responsibility and awareness of actions (Universita di Siena, 2023). The University of Luxembourg has also set the guidelines for the use of AI in foreseeing disciplinary procedure for academic fraud and plagiarism case of a substantiated suspicion of unauthorized AI use in an assessment (Universite du Luxembourg, 2025). A more restrictive policy appears to be that of the Science PO, one of the one of France's top universities which in 2023 decided to ban the use of ChatGPT, an artificial intelligence-based chatbot that can generate coherent prose, to prevent fraud and plagiarism (EURONEWS, 2023).

Regarding Serbia, in January 2025, it adopted the Strategy for the Development of Artificial Intelligence in the Republic of Serbia for the period from 2025 to 2030 after the former one which is said to have set the foundation of the development of the AI in Serbia (Ministarstvo nauke, tehnološkog razvoja i inovacija, 2025). The strategy notes that “regarding the development of ethical and safe artificial intelligence, it is important to emphasize that the Ethical Guidelines have been adopted, developed in accordance with UNESCO recommendations and the recommendations of the European Union” (p. 14). The document recommends that the state administrations bodies and holders of public authority apply the Ethical Guidelines when developing, implementing and using systems that can be classified as artificial intelligence systems or their procurement” (p.14). The strategy has also specified that “The Ethical Guidelines require conditions for the creation of reliable and responsible artificial intelligence, which include operation and oversight, technical reliability and security, privacy, personal data protection and data management, transparency, diversity, non-discrimination and equality, social and environmental well-being and responsibility” (p.14). This document does not deal with the issue of AI and plagiarism. Additionally, the 2019 Law on Copyright and Related Rights of the Republic of Serbia (Pravno informacioni sistem Republike Srbije, 2019) which is still in force, does not regulate either the plagiarism while using AI as it can be assumed that topic was not so actual nine year ago.

When the Serbia’s universities are at issue, this study has referred to the policy of the biggest university in this country, the University of Belgrade. In the rulebooks there are no guidelines and/or rules in the case of the use of AI in the academic writings. The University of Belgrade in the “Rulebook on the procedure for determining ethical responsibility at the University of Belgrade” adopted in 2021 foresees fabricating and rewriting recommendations or misrepresenting academic achievements as one of the forms of violations of the Code of Professional Ethics (Univerzitet u Beogradu, 2021) but it does not deal with the AI. This university has also an adopted rulebook on the determining of the nonacademic behavior in the preparation of the written works also dating since the year 2021. This document anticipates for the authorized Commission to commit the evaluation of the originality of the written works taking into consideration the result of the software analyses in not specifying either anything about the AI usage (Univerzitet u Beogradu, 2021).

There are not yet regulations in the EU and in Serbia which clearly specify how to handle the academic writings which are assisted by the AI and specify the cases of plagiarism. Additionally, the examples of how several academic institutions in the EU countries and in Serbia deal with the use of AI shows that while there is no unique policy of the universities referring to the use of AI in academic writings in EU countries, in Serbia AI is not foreseen neither as an assisting or plagiarism tool.

The academics have apparently no other choice except to get in detail informed about the rules of the institutions that they are part of and rely on their moral ethics while using the AI. How this looks in practice is elaborated in the next chapter: The practice of the use of AI in academic writings in EU and in Serbia.

5. The practice of the use of AI in academic writings in EU and in Serbia

In 2023, scholars from university in Germany, presented their research which was focused on the use of AI among the students in that country. In the referred study, over 6300 students participated in an anonymous survey with almost two-thirds (63.4%) of them having stated that they have used AI tools for their studies. (Von Garrel and Mayer, 2023). The survey also showed that the students mostly used AI-based tools in clarifying questions of understanding and explaining subject-specific concepts research and literature study, translations, text analysis, text processing, text creation as well as for problem-solving, decision-making (Von Garrel and Mayer, 2023). The survey did not contain any data nor question about the eventually use of AI as a plagiarism tool but it however shows the frequent use of the AI as a relevant assisting tool of the students during their studies.

A more recent survey dating from mid-2025 from scholars from the universities of France and Spain analyzed the relationship between the use of AI and plagiarism in higher education. 503 university students from Spain were included in the survey being asked to complete a set of questionnaires (Campo- Delgado et al., 2025). The findings indicated that there is a correlation between the frequency of use of ChatGPT and Plagiarism, but the causality however was not found (Campo- Delgado et al., 2025).

In Serbia, the AI tools are also used in the academic writings and research. While there is no survey which could confirm the use of AI as a plagiarism tool, over 80% of the students in Serbia are reported to use AI tools such as ChatGPT assisting in learning but also for the writing of seminar and other academic works (VREME.COM, 2025). Additionally, Miloš Stojadinović from the Department of Psychology in Serbia researched with his colleagues the use of artificial intelligence in different ways in scientific works from 2000 to the present day (Medijski istraživački centar Niš, 2024). They reviewed almost 500 papers and according to the first preliminary findings, 66 papers were singled out that fit the topic of the implementation of artificial intelligence in the so-called STEM education (Science Technology Engineering Mathematics), where AI is most often used. According to Stojadinović, 50% of the works that were selected were created in the last three years, which means that the trend of using AI in education has grown significantly (Medijski istraživački centar Niš, 2024).

While it is easy to find and rely on data on the use of AI as an assisting tool in the academic writings, it is difficult to establish at what measure AI issued as a tool of plagiarism at least for two reasons: the users might not be aware that the used content could be a plagiarism; the users are aware of having used contents that could be subjected to plagiarism but they believe that they have inserted the necessary transformation form that can be recognized as their own creation.

6. Conclusion: The perspective of the use of AI in academic writings in compliance with the regulations and academic moral ethics

The study showed that the perception of the AI as an assistant or a plagiarism tool depends on the existing regulations in EU and in Serbia about the AI including those issued by the states of the universities as well as by the moral ethics of academics while using the AI. While there is a need for the exiting regulations both in the EU countries and in Serbia to be more precise with the rules on how to use AI in academic writings and when it is considered a plagiarism, it is also relevant for the awareness of the academics to be raised in understanding of what the real assets of the use of AI are. When accompanied by transparency and human monitoring, which can be the protecting mechanisms of the intellectual dishonesty, AI can be considered as a legitimate useful tool in facilitating the academic research and writing process. The use of AI in the academic research and writings is expected to continue and most probably further increased in the future. At the same time, it must be ensured that it remains an assisting legal tool and not a substitution of human creativity.

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