



 **LITHUANIA**

# REPORT

Within the EHEAll project, a series of round table discussions was organised in all project partner countries during February and March 2026. These discussions aimed to bring together higher education stakeholders to explore the impact of Artificial Intelligence on teaching, learning and institutional practices.

This report summarises the round table discussion held in Lithuania on 19 February 2026 in Vilnius at SMK College of Applied Sciences. The event was organised by SMK College of Applied Sciences and brought together representatives from academia, quality assurance, industry, and student bodies to discuss the role of artificial intelligence in higher education teaching, learning, and assessment. The discussion was led by Jurgita Virbalė, Head of Academic Activities, and involved 15 participants from higher education institutions, public organisations, and the technology sector, including lecturers, university management representatives, policy and ethics experts, and student representatives.

<b>COUNTRY:</b>	Lithuania
<b>ORGANIZER:</b>	SMK College of Applied Sciences
<b>DISCUSSION WAS LED BY:</b>	Jurgita Virbalė, Head of Academic Activities
<b>DATE AND TIME:</b>	19 February 2026, 10:30 a.m.
<b>PLACE:</b>	Vilnius, Kalvarijų st. 137E
<b>TOTAL NUMBER OF PARTICIPANTS</b>	15
<b>PARTICIPANTS:</b>	Laura Guobužaitė, Asociation „INFOBALT“, Export and market development manager, Lidija Kraujalienė, KSU International University, Vicerector for studies, Reda Cimpmperman, Ombudsperson for Academic Ethics and Procedures in Lithuania, Indrė Kuizinienė, SMK, Lecturer, Miglė Vintimilla Borja, SMK/Vilnius University, Lecturer, Vytautas Rimkus, Lecturer, Faustina Meškinytė, SMK Student Representative, Guoda Kisieliūtė, SMK Student Representative, Alina Liepinaitienė, SMK Science group manager, Sonata Čerkauskaitė, SMK Assistant Researcher, Lina Vaitkevičienė, SMK Vilnius campus manager, Rita Karabanovienė, SMK Study programme manager, Saulius Kromalcas, SMK Study programme manager, Lecturer, Raimondas Paškevičius, SMK Study programme manager, Lecturer, Akvilė Gerulskytė, SMK Project Manager.



## 1. How is AI currently being used in teaching in higher education, and what patterns or gaps can you identify?

### Practical use of AI in the study process

During the discussion, it was noted that artificial intelligence tools are already widely used in the higher education study process. Participants in the discussion noted that AI tools help to search for information, prepare academic and creative texts, analyse texts, structure learning materials, generate feedback, and prepare presentations and visualisations. Such tools often act as aids, allowing large amounts of information to be processed and structured more quickly. In addition, artificial intelligence can be used to analyse large collections of texts, for example by uploading scientific sources and generating thematic analyses or structured summaries of them. Artificial intelligence also helps to prepare study materials, create lecture structures, and generate assignments, tests, or exam questions. An example was given that AI systems can be used to generate the structure of an entire semester's study content in a short period of time, including theoretical lectures, practical assignments, and forms of assessment.

Teachers actively use various generative artificial intelligence tools, the most commonly mentioned of which is ChatGPT. In addition to this, the participants in the discussion also mentioned other tools, such as Perplexity, Claude, SnapKeen, Zotero, Rabbit AI, Answer AI, as well as various image and 3D model generation tools. The use of such AI tools with different functions is linked to the different subjects taught by lecturers.

It has also been noted that in some cases, generative artificial intelligence systems are already beginning to replace traditional information search tools such as Google, as both lecturers and students are increasingly searching for answers directly in generative systems.

### Identified gaps and challenges

Despite the widespread use of artificial intelligence, several significant gaps were identified in the discussion. First, it was noted that students use artificial intelligence tools more frequently and actively than teachers. This is attributed to the fact that lecturers often lack the time to familiarise themselves with new technologies, as well as the lack of systematic training and opportunities to develop digital skills.

It was also noted that the use of AI by students in the study process is often limited to rather superficial tasks, such as generating academic texts or reports. Students often use only the basic functions of artificial intelligence because they lack knowledge about effective query formulation and more advanced applications of technology in academic work.

The participants in the discussion also pointed out the lack of a strategic approach. In most higher education institutions, the use of artificial intelligence is fragmented and not systematically integrated into the study methodology. Higher education institutions often develop separate technological solutions independently, although cooperation between higher education institutions could be more effective both technologically and financially.

## 2. To what extent can AI tools truly enhance learning outcomes without compromising academic integrity or critical thinking?

### The potential of artificial intelligence to improve the learning process

The participants in the discussion noted that artificial intelligence tools can have a significant positive impact on the learning process. In their opinion, AI can help students get answers to their questions faster, make it easier to master the study material, and reduce the psychological barrier to asking questions or seeking additional information. Various AI tools can act as an additional learning tool, encouraging independent learning and helping to organise the study process more effectively.

The discussion also highlighted that AI tools can help students perform various analytical tasks, such as structuring information, analysing scientific sources, generating ideas, or better understanding complex topics. AI tools can help to navigate large amounts of information more quickly and organise the learning process in a more systematic way.

### Ensuring critical thinking and academic integrity

Despite the potential benefits, participants in the discussion emphasised that artificial intelligence cannot replace critical thinking and independent intellectual work. It is therefore essential that higher



education institutions develop students' ability to critically evaluate the information provided by artificial intelligence and understand its limitations and potential errors.

It was noted that the impact of AI on learning outcomes depends heavily on how these tools are applied in the study process. If artificial intelligence is used only to generate final texts, students' independence and critical thinking skills may be reduced. Therefore, the discussion emphasised that AI should be used as a learning aid rather than a substitute for academic work.

#### **Practices that help maintain academic integrity**

Some participants in the discussion presented practical methods for ensuring academic integrity when using artificial intelligence. For example, students are allowed to use AI tools, but they must submit the entire process of use, including the formulated queries. This allows teachers to see the student's thought process and assess how the final result was achieved.

In addition, it was suggested during the discussion that artificial intelligence could be used in the reflection process, for example, by asking AI to evaluate a student's work according to certain criteria and identify strengths and weaknesses. This practice can help students better understand their learning process and improve their academic skills.

### **3. What are the most pressing risks – academic, ethical, or social – associated with the growing use of AI in universities, and how should they be addressed institutionally?**

#### **Challenges to academic integrity**

During the discussion, participants highlighted the risk of academic integrity violations as one of the most important challenges associated with the use of artificial intelligence tools in higher education. Artificial intelligence tools allow academic texts to be created quickly, which raises the risk that students may submit AI-generated text as their own work. This practice can make it difficult for lecturers to objectively assess students' independent work and their actual academic competencies.

#### **The problem of information reliability and critical evaluation**

Another risk highlighted in the discussion is the reliability of information generated by artificial intelligence. AI tools sometimes provide inaccurate, incomplete or misleading information, known as "hallucinations". Therefore, it was emphasised that students must learn to critically evaluate the answers provided by artificial intelligence, verify information sources and analyse the content received. Teachers must help them learn to evaluate this.

The participants in the discussion also drew attention to the potential risk of placing too much trust in the information provided by artificial intelligence. Uncritical acceptance of AI responses can have a negative impact on the development of students' critical thinking and independent information evaluation skills.

#### **The issue of creativity and originality**

The discussion also addressed the problem of a possible decline in creativity and originality. Some participants expressed the opinion that the excessive use of artificial intelligence tools in academic tasks may reduce students' motivation to generate ideas and create original content independently. However, an alternative position was also expressed, namely that creativity in an artificial intelligence environment may change its form, with the ability to critically select and interpret information becoming more important.

#### **The problem of social inequality and access to technology**

The participants in the discussion also raised the risk of social inequality. Some advanced artificial intelligence tools, especially those designed for visualisation, 3D or image generation, are paid for, so not all students can use them on equal terms. This can lead to unequal academic competition between students with different financial or technological capabilities. Therefore, higher education institutions should pay attention to this and create equal conditions for students to use AI tools.

#### **Privacy and data security challenges**

The discussion also addressed issues of personal data security and privacy. It was noted that students or lecturers may sometimes upload sensitive data to artificial intelligence tools, which raises risks regarding the protection of personal data and the transparency of its use. Perhaps higher education institutions should define the ethical use of AI tools in their AI guidelines so as not to compromise personal data security.

#### **Environmental aspects**



Finally, the participants in the discussion also drew attention to the environmental aspect. The operation of large-scale artificial intelligence models requires significant energy resources, so in the long term, such technologies may pose additional environmental challenges. In the future, more in-depth discussions are needed among the entire academic community in order to see not only the positive aspects of AI tools, but also the challenges they pose.

#### **4. Are current national and institutional policies and guidelines sufficient to ensure responsible and transparent AI use by both staff and students?**

##### **The emergence of institutional policy**

During the discussion, it was noted that more and more higher education institutions are beginning to develop guidelines or policy documents on the use of artificial intelligence. Some higher education institutions (e.g. SMK) approved such documents as early as 2023 in order to regulate the use of artificial intelligence in the study and teaching process. This shows that higher education is gradually responding to technological changes and seeking to establish certain principles for the responsible use of AI.

However, participants in the discussion also noted that in many higher education institutions, these initiatives are still fragmented and only just taking shape. Often, higher education institutions and other institutions related to higher education make decisions independently, based on general international recommendations, such as guidelines developed by UNESCO or other national and international organisations.

##### **Limitations of policy documents**

Despite institutional initiatives, the discussion emphasised that the mere existence of formal policy documents is not sufficient to ensure the responsible use of artificial intelligence. Participants noted that such documents should not only be declarative regulations, but also practical tools that would help the academic community navigate issues related to the application of artificial intelligence.

Therefore, it was emphasised that guidelines for the use of artificial intelligence tools should function as "living documents" that are constantly reviewed, updated and adapted to rapidly changing technological and pedagogical conditions. The wider academic community should contribute to the development and updating of these guidelines.

##### **Seeking a balance between regulation and innovation**

The participants in the discussion also pointed out that technological development is happening much faster than the legal regulation process. For this reason, regulatory documents often lag behind technological reality.

It was argued that overly strict regulation of artificial intelligence could limit innovation and the integration of technology into the study process. On the other hand, a complete lack of regulation could also pose risks to academic integrity, transparency and the quality of studies.

Therefore, the participants in the discussion emphasised the need to develop a flexible and continuously updated regulatory model that would enable the responsible use of artificial intelligence technologies and, at the same time, allow their potential to be exploited in higher education.

#### **5. How can universities better prepare educators and students to use AI critically and ethically—through training, curriculum integration, or support mechanisms?**

##### **Strengthening the competencies of educators**

During the discussion, it was emphasised that higher education institutions have an important role to play in preparing the academic community to use artificial intelligence tools and technologies responsibly and critically. Participants agreed that higher education institutions should systematically strengthen the competences of teachers in this area.

First and foremost, the need to organise targeted training for lecturers on the application of artificial intelligence tools in the study process was emphasised. Such training should cover not only the use of specific AI tools, but also teaching methods for integrating artificial intelligence tools into the teaching and learning process. It was also emphasised that it is important to provide teachers with practical methodological tools and resources that would help them to effectively apply AI tools and technologies in the study process.



The discussion also noted that teachers must be given sufficient time to learn about new technologies and test them in practice. The support of higher education institutions for this process is considered an important condition for the successful integration of artificial intelligence into the study process.

### **Integration of artificial intelligence into study programmes**

The participants in the discussion also noted that the use of artificial intelligence tools and technologies should not be left solely to the initiative of individual students. In order to achieve consistent integration of technology, AI competencies should be included in study programmes. Students, like teachers, should be taught to use AI tools responsibly, with an emphasis on creativity and analytical thinking. In this way, students would not only be able to use artificial intelligence tools in practice, but also better understand their operating principles, possibilities and limitations. The systematic integration of AI tools and technologies into the content of studies could also help to shape a responsible and critical culture of AI use in the academic environment.

### **Fostering critical thinking and ethical use**

The discussion also emphasised that the development of digital and artificial intelligence competences should be combined with the strengthening of general academic skills. Particular attention should be paid to the competences of critical thinking, information reliability assessment and ethical use of artificial intelligence. Such competencies are considered essential to ensure that artificial intelligence technologies are used responsibly and contribute to a high-quality learning process. This is important for the entire academic community, including students and lecturers.

### **Institutional support and cooperation**

Some participants in the discussion also suggested strengthening institutional support for the academic community. It was suggested that universities could have specialists or expert groups to advise lecturers and students on the use of artificial intelligence.

In addition, it was emphasised that higher education institutions could cooperate more actively with the business sector, which is often a source of technological innovation and can contribute to the development of practical artificial intelligence solutions in the study process.

## **6. What good practical examples can you name using AI in higher education?**

### **The use of artificial intelligence to create teaching and study content**

During the discussion, several practical examples were given of how artificial intelligence tools can be applied in the study process. Participants noted that AI tools and technologies can be used to create teaching and study materials, including preparing lecture plans, formulating assignments, creating assessment criteria, and structuring teaching content. It was also mentioned that artificial intelligence can help prepare presentations, create visualisations, and analyse large volumes of text. AI tools and technologies can help lecturers organise the study process more efficiently and save time when preparing teaching materials, while also enabling them to present information to students in various forms.

### **The use of AI in the learning process and academic work**

The participants in the discussion also noted that students can use artificial intelligence tools as learning aids. For example, AI can be used to analyse scientific sources, generate summaries or structure large volumes of text. These tools help students navigate information more quickly and organise their academic work more effectively.

Some participants in the discussion also mentioned the use of AI in the reflection process. For example, students can use artificial intelligence to analyse their work in order to identify strengths and weaknesses and improve their academic skills.

### **Practices for ensuring transparency and academic integrity**

The discussion also presented a practical method for maintaining academic transparency. In some study situations, students are asked to submit the AI queries they have used. This practice allows lecturers to better understand the students' thought process and assess how the final result was achieved.

In addition, it was noted that the use of artificial intelligence may be deliberately restricted in certain tasks. This practice helps to maintain a balance between the use of technological capabilities and the development of students' independent work, critical thinking and creativity.

### **Use of artificial intelligence for analysis of the teaching process**



The discussion also touched upon the use of AI tools and technologies in analysing the effectiveness of the teaching process. Such solutions can help lecturers better understand the learning experience of students and improve their teaching methods.

## **7. How do you see AI transforming teaching roles and assessment methods in the future, and what competences will become essential for educators?**

### **The transformation of the role of the teacher**

The participants in the discussion emphasised that artificial intelligence is unlikely to replace the role of the teacher in higher education, but it may significantly transform its nature. In the future, the role of the teacher may increasingly shift from traditional knowledge transfer to moderating the learning process and coordinating student learning activities.

In such an environment, teachers may increasingly act as mentors and facilitators of the learning process, helping students navigate large flows of information, critically evaluate information, and use AI tools and technologies responsibly. Artificial intelligence can take over some of the technical or routine tasks, allowing teachers to focus more on advising students and organising higher-level learning activities.

### **Changes in assessment methods**

The discussion also noted that the development of artificial intelligence tools and technologies could lead to significant changes in assessment methods. Traditional academic tasks, such as essays or scientific literature reviews, may lose some of their value, as artificial intelligence tools make it relatively easy to generate such texts. For this reason, alternative assessment methods focused on evaluating students' understanding and thinking processes may become increasingly important. Participants in the discussion cited methods such as discussions, reflections, practical tasks or oral presentations as examples that allow for a better assessment of students' ability to analyse information and apply knowledge in practice.

### **New competences in the academic community**

The discussion also emphasised that such a transformation may lead to a need for new competences in the academic community. Competences such as critical thinking, the ability to use artificial intelligence tools effectively, the assessment of information reliability and creativity may become particularly important.

These competencies are considered essential both in the professional activities of lecturers and in the learning process of students, as they help to integrate artificial intelligence technologies into higher education practice in a responsible and meaningful way.

## **8. Should AI tools used for student assessment and exam monitoring – classified as high-risk technologies under the EU AI Act – be treated as such in practice, and what level of human oversight should universities ensure to guarantee fairness, transparency and the protection of students' rights?**

### **Limited discussion of the issue**

During the discussion, it was noted that the use of artificial intelligence tools and technologies in the study process should be based on clear policies and recommendations from higher education institutions and other institutions, which would help to ensure the responsible and transparent use of AI in the academic environment.

### **The importance of human supervision in the assessment process**

The participants in the discussion also emphasised that the use of artificial intelligence in student assessment or exam monitoring processes should not be fully automated. It was stressed that final academic decisions should always be made by a human being – in this case, the lecturer. Teacher supervision is considered necessary to ensure transparency in assessment, academic fairness and the protection of student rights. Therefore, artificial intelligence should be used as an auxiliary tool in the assessment process, rather than as an autonomous decision-making mechanism.

### **Privacy and data security challenges**

The discussion also addressed potential ethical and legal challenges associated with the use of artificial intelligence to monitor student behaviour or engagement during studies. AI technologies capable of analysing students' attention levels or activities during lectures were mentioned, but



concerns were also expressed about the impact of such technologies on personal privacy and data security.

For this reason, it was emphasised that any artificial intelligence technologies used in academic assessment or monitoring must be applied in accordance with clear ethical principles and with adequate protection of student data.

## 9. How do you see AI use in higher education in 10 years? Your vision?

### Integration of artificial intelligence into the study process

The participants in the discussion expressed the opinion that in the future, artificial intelligence may become an integral part of the higher education study process. It is likely that AI technologies will be increasingly used in various academic activities, such as the creation of study materials, information analysis and the organisation of the learning process.

It was also noted that artificial intelligence could contribute to a more personalised learning process. Such technologies could analyse learning data, identify students' learning difficulties and offer individualised learning strategies that allow students to learn at a pace tailored to their abilities and needs.

### Transformation of higher education

The discussion also highlighted that the development of artificial intelligence could significantly transform the higher education system. Students' learning methods may change, and higher education institutions will have to adapt to new technological and pedagogical conditions. It is likely that artificial intelligence will be increasingly used to create teaching content, analyse big data and personalise the learning process.

In addition, it was suggested that cooperation between higher education institutions and the business sector may and should be strengthened in the future in order to integrate new technologies into the study process more effectively.

### Uncertainty and the pace of technological development

The participants in the discussion also noted that it is difficult to predict the long-term development of artificial intelligence due to the extremely rapid pace of technological development. Some participants believed that even predicting technological changes over a period of several years can be difficult, as artificial intelligence technologies are developing at an extremely rapid pace.

### The importance of the human factor

Despite technological advances, participants in the discussion emphasised that artificial intelligence should not replace the role of the academic community. It was stressed that AI should act as a supporting tool, complementing human intelligence and pedagogical activities.

Participants also noted that the human factor will remain important in the higher education process, especially in creative and social fields of study where direct communication, creative thinking and social interaction are important.

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