

At present, the dynamic development of artificial intelligence (AI) language models such as ChatGPT has begun to play a significant role in education, shedding new light on many aspects of traditional academic education. One of the most critical issues that academia should first address is the matter of plagiarism and originality in student and academic works. This international research project focuses on the impact that AI tools have on academic standards in legal studies within the aforementioned scope, concentrating on ChatGPT. Its primary goal is to determine how the current understanding of plagiarism and originality remains relevant in the new reality (in two different legal systems) and, consequently, how universities should adapt to it. The hypothesis assumes the existence of a significant difference in the perception of these tools between students and academic staff, which could have far-reaching consequences for the future of legal education. This matters a lot because if plagiarism or academic dishonesty is found in a law student's or academic's work, it could potentially lead to disciplinary actions, halting their academic progress, loss of respect in both academic and professional communities, and serious hurdles in their future legal or academic career. This really emphasizes the importance of having clear guidelines and ethical standards for using AI in legal education.

The project begins with a review of the literature concerning the use of AI tools in education, as well as that relating to the issues of plagiarism and originality. The educational policies of universities in Poland and England will be analyzed, which will allow for the capture of cultural and systemic differences in the approach to these issues. These countries represent two separate legal systems, while the challenge posed to academia by various AI tools is identical. Then, through conducting survey research among students and lecturers, the researchers will attempt to determine whether there are differences, and if so what, in the use of AI tools, the approach to the possibility of using them, and their impact on the works created by the academic community.

A key part of the project is research using focus groups, which aims to delve into the individual experiences and opinions of participants in using available AI tools that enable support (or replacement) for independent writing of the text. While survey research will allow for determining what the respondents declare and what are their feelings in connection with using AI tools, as well as their impact on the originality of works, research in focus groups will allow for determining the consistency of these declarations with the actual behavior of the participants. Additionally, their goal is to show how the respondents (from different groups) use AI tools that can serve as "support" for writing works.

The result of the project will be to diagnose the current state of affairs, i.e., above all, how AI tools have influenced the change in the concept of "originality" of work and, based on the obtained results, to formulate practical recommendations for academic and legal environments. Therefore, the project will provide support for the challenges associated with the growing presence of AI in education. In our opinion, the achieved result will enable finding a balance between enthusiasts of new technologies and their critics, offering a balanced view on the role of AI tools in shaping the future of legal education, and provide lessons and guidance for other disciplines as well.