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Leveraging AI to Aid in Writing Research Papers

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Abstract

The use of Artificial Intelligence (AI), especially Generative AI and Large Language Models (LLMs), in creating research papers is changing how scholars communicate. This paper looks closely at how AI is being used to aid research papers' writing. By looking at recent studies, reviews, and policy discussions, we investigate how AI is changing research processes, the chances it offers to boost productivity and creativity, and the important ethical and quality issues it raises. A big study of over 2.1 million preprints shows that using LLMs can increase a researcher's output by 23.7-89.3% (Kusumegi et al., 2025), with the biggest improvements seen in authors who struggle with language (Qi et al., 2025). AI writing tools act like cognitive partners that help speed up tasks like synthesis, analysis, and revisions (McClain & Barton, 2025). Platforms like the TIB AIAssistant show how AI can support workflows throughout the research process (Oelen & Auer, 2025). However, these may give worries about lower research quality, the rise of ceremonial participation, and the need for strong governance rules. The ETHICAL protocol offers a way to use AI responsibly, focusing on transparency, verification, and accountability (Alduais et al., 2025). We conclude that AI acts as a selective catalyst that improves strengths and increases gaps between disciplines (Qi et al., 2025), and that a human-centered method is crucial for maintaining scholarly integrity while taking advantages of AI's potential. Importantly, AI might help solve some research questions.

Discipline: Multidisciplinary (Writing Research Papers).

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1 Introduction

The rapid advancement of Artificial Intelligence (AI), particularly Generative AI and Large Language Models (LLMs), has initiated a profound transformation in academic research and scholarly

writing. As Oelen and Auer (2025) observe, AI-supported research has the potential to support researchers with tasks across the entire research life cycle, from ideation and literature review to drafting and publication. This transformation is occurring at an unprecedented pace, driven by the capabilities of models like ChatGPT, Claude, and Gemini, which can generate human-like text, summarize complex documents, and assist with data analysis (McClain & Barton, 2025).

The growing integration of AI into research practice raises foundational questions about how scientific knowledge is produced and communicated. Qi et al. (2025) frame this as a central question: Has GenAI merely accelerated scientific writing—or has it begun to reorganize how knowledge itself is produced? This question captures the dual nature of AI's impact: it is simultaneously a productivity tool and a force reshaping the fundamental practices and norms of academic scholarship.

Recent empirical evidence suggests that AI adoption is already having measurable effects on scientific publishing. An analysis of more than 2.1 million preprints spanning 2016–2025 found that LLM adoption increases researcher output by 23.7–89.3%, with especially large boosts for authors facing higher writing and language barriers (Kusumegi et al., 2025). However, this increased productivity is accompanied by concerns about declining research quality, as AI-assisted manuscripts exhibit a reversal of the traditional positive relationship between writing complexity and research quality (Kusumegi et al., 2025).

The potential for AI to democratize scholarly participation is significant. McClain and Barton (2025) argue that AI can lower barriers imposed by language or stylistic conventions, enabling greater agency for a wider range of voices. However, this democratization must be balanced against risks of over-reliance, reduced critical thinking, and ethical concerns regarding authorship and attribution (Bal & Arseven, 2025; Alduais et al., 2025).

This paper provides a comprehensive examination of how AI is being leveraged to aid/produce research papers, synthesizing recent empirical findings, systematic reviews, and policy developments. We explore the technological landscape, analyze the impact on research productivity and writing practices, examine ethical and quality considerations, and discuss governance frameworks for responsible AI use.

2 Literature Review

2.1 The Technological Landscape of AI-Assisted Research

AI-assisted research writing includes a variety of tools and platforms. According to McClain and Barton (2025), there are two main types of writing tools that are currently influencing academic productivity: Large Language Models (LLMs) and writing platforms designed for academics.

LLMs like ChatGPT (OpenAI), Claude (Anthropic), and Gemini (Google) are advanced systems that generate text based on large amounts of data. Table 1 shows special abilities of popular AI engines

Table 1: Special abilities of popular AI engines.

AI Genre	Special abilities
ChatGPT	ChatGPT is great at summarizing articles, offering different ways to phrase things, and helping to create research questions. ChatGPT is best used for writing assistance, brainstorming ideas, and answering questions. It helps people save time on daily tasks by turning raw thoughts into polished work. Core Strengths 1). Writing and Editing • Drafting text: Writing emails, cover letters, and blog posts quickly. • Refining tone: Changing rough notes into formal messages or friendly replies. • Summarizing: Condensing long articles or dense documents into key points. 2). Brainstorming and Planning • Generating ideas: Creating project outlines, marketing strategies, or story plots. • Daily organization: Making meal plans, travel itineraries, or daily schedules based on your inputs. 3). Learning and Problem Solving • Explaining concepts: Breaking down hard topics into simple, easy-to-understand terms. • Coding help: Writing snippets, fixing bugs, and explaining programming logic
Claude	Claude is best used for advanced document analysis, natural long-form writing, and complex coding. It excels at processing large amounts of text with nuanced, human-like tone and deep contextual reasoning including answering complex academic questions. Core Strengths • Long Document Analysis: Summarizing, auditing, and extracting data from massive PDF reports, books, or financial files. • Nuanced Writing: Drafting natural-sounding professional emails, essays, and creative prose that avoid typical robotic AI phrasing. • Coding & Technical Tasks: Acting as an intelligent pair programmer or debugging complex code bases across major programming languages. • Data Synthesis: Organizing information, working through logic puzzles, and handling structured data.
Gemini	Google Gemini is best used for multimodal tasks, deep research, and workspace integration, including video analysis, live data synthesis, and document drafting. Core Strengths • Multimodal Analysis: Processing text, images, audio, and YouTube video URLs directly to extract insights or summaries. • Deep Research: Compiling multi-point reports by browsing the live web and personal cloud files. • Google Workspace Integration: Drafting emails in Gmail, editing text in Docs, and analyzing numbers in Sheets.
DeepSeek	DeepSeek is best used for advanced reasoning, coding, and mathematical problem-solving, matching high-end proprietary models through specialized chain-of-thought processing Core Strengths • Coding and Debugging: Generating boilerplate code, writing scripts, debugging syntax, and translating technical logic. • Math and Logic: Solving complex equations and multi-step logic problems via its explicit step-by-step reasoning modes. • Long-Context Analysis: Processing large codebases, research papers, and multiple uploaded documents. • Cost-Effective Development: Utilizing open-weight architecture for affordable self-hosting and API integration

Writing platforms made for academics are specifically designed for finding, combining, and expressing ideas. Paperpal gives instant feedback on grammar, structure, and clarity (McClain & Barton, 2025). Tools like Elicit, Scite, and Research Rabbit help with discovering literature and analyzing citations (Alduais et al., 2025). These platforms use AI features to make research and finding information easier.

The TIB AAssistant, created by Oelen and Auer (2025), is a platform for AI-supported research throughout the entire research process. It has assistants that handle different research tasks, along with tools that connect to outside scholarly services. The data created is saved in assets and can be shared as RO-Crate bundles to ensure transparency and improve reproducibility. This setup shows a vision where researchers are the main focus of their work, and AI acts as a helpful tool, allowing the human researcher to stay in charge of the research process (Oelen & Auer, 2025).

2.2 AI's Impact on Research Productivity and Writing Practices

The empirical evidence for AI's impact on research productivity is substantial. Kusumegi et al. (2025) conducted a comprehensive analysis of 2.1 million preprints, 28,000 peer-reviewed reports, and 246 million online views and downloads. Using text-based detectors to identify first-time LLM use, they found that LLM adoption increases researcher output by 23.7–89.3%. The most substantial gains were observed among authors facing writing and language barriers, suggesting that AI may help democratize scholarly participation.

Qi et al. (2025) extended this analysis across four major preprint repositories (arXiv, bioRxiv, medRxiv, SocArXiv) from 2016–2025. Their findings reveal that LLMs have accelerated submission and revision cycles, modestly increased linguistic complexity, and disproportionately expanded AI-related topics. Importantly, they observed that computationally intensive fields benefit more than others, suggesting that LLMs act as selective catalysts that amplify existing strengths and widen disciplinary divides (Qi et al., 2025).

The effects of AI on writing practices are multifaceted. Bal and Arseven (2025) conducted a systematic review of the relationship between AI-assisted writing skills and creativity across diverse contexts. Their findings indicate that the relationship between AI-assisted writing tools and creativity varies significantly depending on students' educational level, usage patterns, and pedagogical approaches. While AI tools can be powerful creative triggers when used appropriately, their excessive use seriously undermines students' capacity to generate original ideas (Bal & Arseven, 2025).

McClain and Barton (2025) frame AI's role in writing as a cognitive partner, noting that AI is not simply enhancing scholarly writing; it is reshaping it. They argue that this shift challenges assumptions about authorship, originality, and intellectual labor, prompting faculty to reflect on how AI is redefining scholarly work. The emergence of AI-assisted writing tools creates what they describe as a human-AI partnership that can accelerate tasks such as synthesis, analysis, and revision.

2.3 Quality and Integrity Concerns

Despite the productivity gains, significant concerns have emerged regarding the quality and integrity of AI-assisted research. Kusumegi et al. (2025) found that LLM-assisted manuscripts exhibit more sophisticated language but lower substantive research quality. This represents a reversal of the traditional positive relationship between writing complexity and research quality (Kusumegi et al.,

2025). Mathijs de Vaan, a co-author of the study, suggested that one reason for this trend is that low-quality science is being rewritten with generative AI to make it sound more impressive than it is (C&EN, 2025).

The issue of authorship and attribution is particularly contentious. Publisher policies consistently reject AI as a co-author. The Journal of the Association for Research in Otolaryngology states that no LLM tool will be accepted as a credited author on a research paper and that authors using LLM tools must declare and document this use (Springer, 2025). AIP Publishing permits AI use to improve readability but requires detailed disclosure when AI use has the potential to affect the findings or conclusions of an article (AIP Publishing, 2026). Ethics: An International Journal of Social, Political, and Legal Philosophy explicitly states that AI tools cannot author or even co-author a submission and that taking sentences of text from a generative AI tool and presenting them as your own words is plagiarism (University of Chicago Press, 2025).

Silva et al. (2025) examined the capabilities and limitations of automated scientific review writing using Retrieval-Augmented Generation (RAG) and modular LLM agents. Their findings reveal that while current iterations produce promising drafts, they fail to meet top-tier publication standards, particularly in critical analysis and originality (Silva et al., 2025). This highlights the continued importance of human expertise in producing high-quality research papers.

2.4 Ethical Frameworks and Governance

Alduais et al. (2025) developed the ETHICAL protocol to guide researchers in the responsible use of generative AI. The acronym ETHICAL encapsulates seven essential steps (Figure 1):

1. Establish your purpose
2. Thoroughly explore options
3. Harness the appropriate tool
4. Inspect and verify output
5. Cite and reference accurately
6. Acknowledge AI usage transparently
7. Look over publisher's guidelines

The protocol was developed through a multi-step process including a scientometric review, a systematic review of researcher experiences, and a policy analysis. Alduais et al. (2025) emphasize that AI literacy is not merely a background concept but a foundational competence for implementing the ETHICAL protocol, as each step depends on researchers' ability to critically evaluate AI tools, understand their limitations, and apply ethical reasoning in context.

McClain and Barton (2025) advocate for a human-centered approach to AI integration, arguing that without an intentional, human-centered approach, the integration of AI risks shifting scholarly writing from an academic exchange of ideas to a transactional act of content generation. They

emphasize that scholarly writing is fundamentally about engaging in a conversation and that preserving this conversational, dialogic dimension is essential for maintaining scholarly integrity.

3 Method

3.1 Research Design

This study employs a qualitative synthesis approach, integrating findings from recent empirical research, systematic reviews, and policy analyses on AI-assisted research paper production. The synthesis is structured around three analytical dimensions: (1) technological capabilities and applications, (2) impacts on research productivity and writing practices, and (3) ethical and quality considerations.

3.2 Data Sources

Data were collected from multiple sources:

Empirical Studies: Large-scale analyses of preprint repositories, including the study by Kusumegi et al. (2025) analyzing 2.1 million preprints and the study by Qi et al. (2025) spanning 2016–2025 across four major repositories.

Systematic Reviews: Reviews examining the relationship between AI-assisted writing and creativity (Bal & Arseven, 2025) and the integration of AI writing tools in higher education (Putri, 2026).

Policy Analyses: The ETHICAL protocol development (Alduais et al., 2025) and publisher policies from Springer, AIP Publishing, and the University of Chicago Press.

Platform Documentation: Descriptions of the TIB AIssistant (Oelen & Auer, 2025) and AI-assisted writing tools (McClain & Barton, 2025).

3.3 Analytical Framework

The analysis follows a thematic approach, organizing findings around four key themes: (1) the role of AI as a cognitive partner in research writing; (2) productivity gains and their distribution across disciplines; (3) quality and integrity challenges; and (4) governance and ethical frameworks.

4 Results

4.1 AI as a Cognitive Partner in Research Writing

McClain and Barton (2025) characterize AI's role in research writing as that of a cognitive partner, emphasizing that AI functions as a supportive tool that enhances rather than replaces human intellectual labor. Drawing on Schön's (1983) concept of reflection-in-action, they argue that technological shifts such as AI disrupt existing theories, methods, and norms of scholarly writing, making reflection essential. This reflective approach enables scholars to engage in a conversation with the evolving situation rather than simply adopting new tools uncritically.

Oelen and Auer (2025) demonstrate the practical implementation of this vision through the TIB AIssistant platform. The platform supports a sequential research workflow: researchers begin with an Ideation assistant that generates research ideas based on provided DOIs and ORCIDs, followed by a Research Questions assistant that refines ideas into structured questions. The Related

Literature assistant then finds relevant literature via ORKG Ask, and a Drafting assistant generates paper sections. This modular architecture allows researchers to maintain control while leveraging AI's capabilities for specific tasks.

Bal and Arseven (2025) identify digital partnerships that activate creative potential as a key theme in their systematic review. They found that AI tools, when used appropriately, can serve as powerful creative triggers that activate students' creative potential. This partnership model emphasizes collaboration between human and machine, with AI providing scaffolding that enables more ambitious creative work.

4.2 Productivity Gains and Disciplinary Distribution

The empirical evidence for productivity gains is substantial. Kusumegi et al. (2025) found that LLM adoption increases researcher output by 23.7–89.3%, with especially large boosts for authors facing higher writing and language barriers. C&EN (2025) reported that researchers publishing on SSRN saw a publication spike of nearly 60%, while those on bioRxiv experienced a 53% increase, and arXiv users saw a 36% increase.

Qi et al. (2025) observed that these productivity gains are unevenly distributed across disciplines. Computationally intensive fields benefit more than others, with the influence of GenAI acting as a selective catalyst that amplifies existing strengths and widens disciplinary divides. This finding suggests that AI may accelerate rather than bridge existing disparities in research productivity.

The mechanisms behind these productivity gains are multifaceted. McClain and Barton (2025) identify several specific contributions: accelerating tasks such as synthesis, analysis, and revision. AI tools can help researchers produce first drafts more quickly, refine language, and identify relevant literature. Oelen and Auer (2025) demonstrate that AI can support literature discovery through actual scholarly search platforms, moving beyond simple text generation to integrated research workflows.

4.3 Quality and Integrity Challenges

The productivity gains associated with AI use are accompanied by significant quality concerns. Kusumegi et al. (2025) found that LLM-assisted manuscripts show a reversal of the traditional positive relationship between writing complexity and research quality. AI-assisted papers with more complex language were less likely to be accepted for publication in peer-reviewed journals, while the opposite was true for human-written papers (C&EN, 2025).

Silva et al. (2025) examined the capabilities of automated scientific review writing and found that while current systems produce promising drafts, they fail to meet top-tier publication standards, particularly in critical analysis and originality. This limitation reflects the fundamental challenge of AI systems: they can synthesize existing knowledge but struggle to produce genuinely novel insights or critical evaluations.

Bal and Arseven (2025) identified a tension between creativity enhancement and limitation. They found that while AI tools can be powerful creative triggers when used appropriately, their

excessive use seriously undermines students' capacity to generate original ideas. Students across all educational levels experienced ambiguous and contradictory outcomes regarding creativity in the AI-assisted writing process (Bal & Arseven, 2025).

Authorship and attribution represent another critical challenge. Publisher policies consistently reject AI as a co-author (Springer, 2025; AIP Publishing, 2026; University of Chicago Press, 2025). The University of Chicago Press's Ethics journal emphasizes that authors must take full moral and legal responsibility for their submissions and that AI tools cannot take responsibility (University of Chicago Press, 2025). The policy also notes that content that does not originate with the author may be deemed less desirable and publishable.

4.4 Governance and Ethical Frameworks

Alduais et al. (2025) propose the ETHICAL protocol as a comprehensive framework for responsible AI use. The protocol emerged from a multi-stage development process including scientometric review, systematic review, and policy analysis of 74 documents. Each of the seven steps—Establish, Thoroughly explore, Harness, Inspect, Cite, Acknowledge, Look over—is accompanied by practical examples and detailed explanations, see Figure 1.

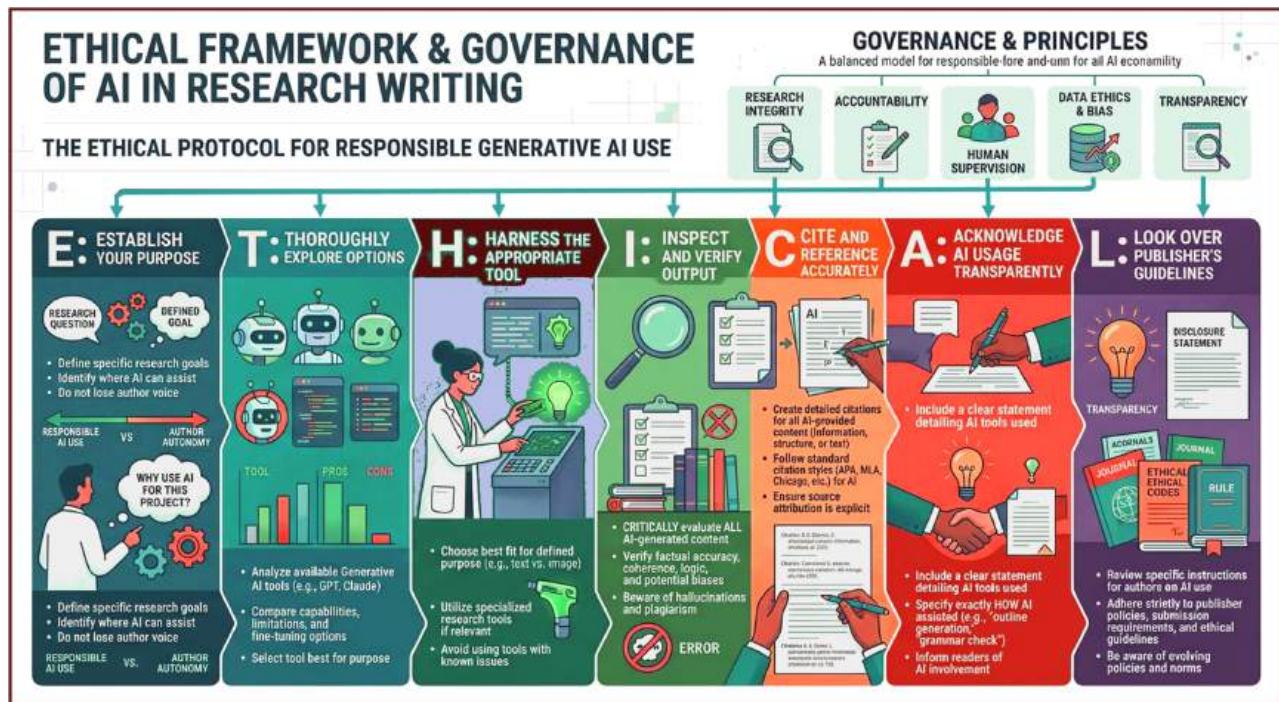


Figure 1: ETHICAL protocol framework to guide researchers.

McClain and Barton (2025) emphasize the importance of AI literacy and disclosure. Their own AI disclosure statement serves as a model: During the preparation of this manuscript, we utilized ChatGPT to refine language, edit grammar, and summarize related works. We utilized Elicit and Scite for literature discovery, summarization, and citation. We employed these tools in a supportive role, and all final content, interpretations, and conclusions presented herein are the sole responsibility of the authors (McClain & Barton, 2025).

The evolving policy landscape reflects the need for governance frameworks that address multiple dimensions of AI use. AIP Publishing (2026) provides detailed guidelines distinguishing between permitted use (improving readability) and use requiring disclosure (potentially affecting findings or conclusions). The policy emphasizes that authors who use AI-generated text must critically analyze it and take responsibility for the integrity, accuracy, and originality of their submitted work (AIP Publishing, 2026).

5 Discussion

5.1 AI as a Tool for Research Productivity: Opportunities & Limitations

The empirical evidence strongly supports the view that AI can significantly enhance research productivity. The 23.7–89.3% increase in output documented by Kusumegi et al. (2025) represents a substantial transformation in scholarly production. This productivity gain is particularly beneficial for researchers facing language barriers, suggesting that AI may help democratize scholarly participation (Kusumegi et al., 2025; Qi et al., 2025).

However, the productivity gains are not uniformly distributed. Qi et al. (2025) observe that computationally intensive fields benefit more than others, suggesting that AI may amplify existing disciplinary disparities. This finding raises equity concerns: if AI disproportionately benefits fields already well-positioned to adopt new technologies, the digital divide in research may widen rather than narrow.

McClain and Barton (2025) argue for a human-centered approach that positions AI as a supportive tool rather than a replacement for human intellectual labor. They emphasize that AI is not simply enhancing scholarly writing; it is reshaping it, and that this reshaping requires reflective, intentional integration of AI that supports rather than supplants scholarly practice. This perspective recognizes AI's potential while maintaining human agency and responsibility.

5.2 The Quality Paradox: More Output, Less Quality?

The tension between productivity gains and quality concerns represents a fundamental challenge for AI-assisted research. Kusumegi et al. (2025) document a reversal of the traditional positive relationship between writing complexity and research quality, with AI-assisted manuscripts showing more sophisticated language but lower substantive quality. This suggests that AI may be enabling the production of superficially polished but substantively weak research.

Silva et al. (2025) found that automated review writing systems fail to meet top-tier publication standards, particularly in critical analysis and originality. This limitation reflects the fundamental nature of current AI systems: they excel at pattern recognition and synthesis but struggle with critical evaluation and novel insight generation.

Bal and Arseven (2025) identified a similar tension in their systematic review: While AI tools can be powerful creative triggers when used appropriately, their excessive use seriously undermines students' capacity to generate original ideas. The key variable appears to be the nature and extent of AI use: appropriate use can enhance creativity, while excessive use can diminish it.

These findings collectively suggest that AI use in research writing requires careful calibration. The more output, less quality pattern documented by Kusumegi et al. (2025) may reflect inappropriate or excessive reliance on AI rather than its inherent limitations. This points to the importance of guidance and governance in shaping AI use.

5.3 From Tokenism to Meaningful Integration

The metaphor of tokenism from Arnstein's (1969) ladder of participation offers a useful lens for understanding AI integration in research writing. Just as participatory processes can become ceremonial when they satisfy legal requirements without genuine influence, AI use can become tokenistic when it produces outputs without genuine scholarly engagement.

Oelen and Auer (2025) explicitly reject the fully automated approach, stating that researchers must be at the center of doing research, and therefore, AI should be an assistive technology, leaving the human researcher in control of the process. This vision aligns with what might be called meaningful integration: AI supports and augments human scholarly work but does not replace it.

McClain and Barton (2025) emphasize that scholarly writing is about engaging in a conversation, both to share ideas and as a response to others' ideas. This conversational, dialogic dimension is what distinguishes meaningful scholarly work from mechanical content generation. Preserving this dimension while leveraging AI's capabilities is the central challenge of AI integration.

5.4 The Governance Imperative

The ETHICAL protocol proposed by Alduais et al. (2025) provides a structured approach to responsible AI use. The seven steps—Establish, Thoroughly explore, Harness, Inspect, Cite, Acknowledge, Look over—offer practical guidance for researchers navigating the complex landscape of AI tools and ethical considerations.

Publisher policies are evolving to provide clearer guidance on AI use. AIP Publishing (2026) distinguishes between permitted use (improving readability) and use requiring disclosure (potentially affecting findings or conclusions). The University of Chicago Press (2025) emphasizes the responsibility of authors for the integrity of their work and the need to track original sources that AI tools may draw upon.

McClain and Barton (2025) demonstrate the importance of transparency through their own AI disclosure statement. This practice of explicitly acknowledging AI use, detailing which tools were employed and how, serves as a model for the academic community. As they note, AI literacy is essential for this transparency: researchers must understand both the capabilities and limitations of AI tools to use them responsibly.

5.5 Framework of Leveraging AI to Aid Research Papers' Writing

This study can suggest the framework of leveraging AI to aid research papers' writing, see Figure 2. The framework is divided into three layers. The first layer involves foundations and governance. The second layer integrates AI writing workflow. The last layer concerns output integrity and author responsibility.

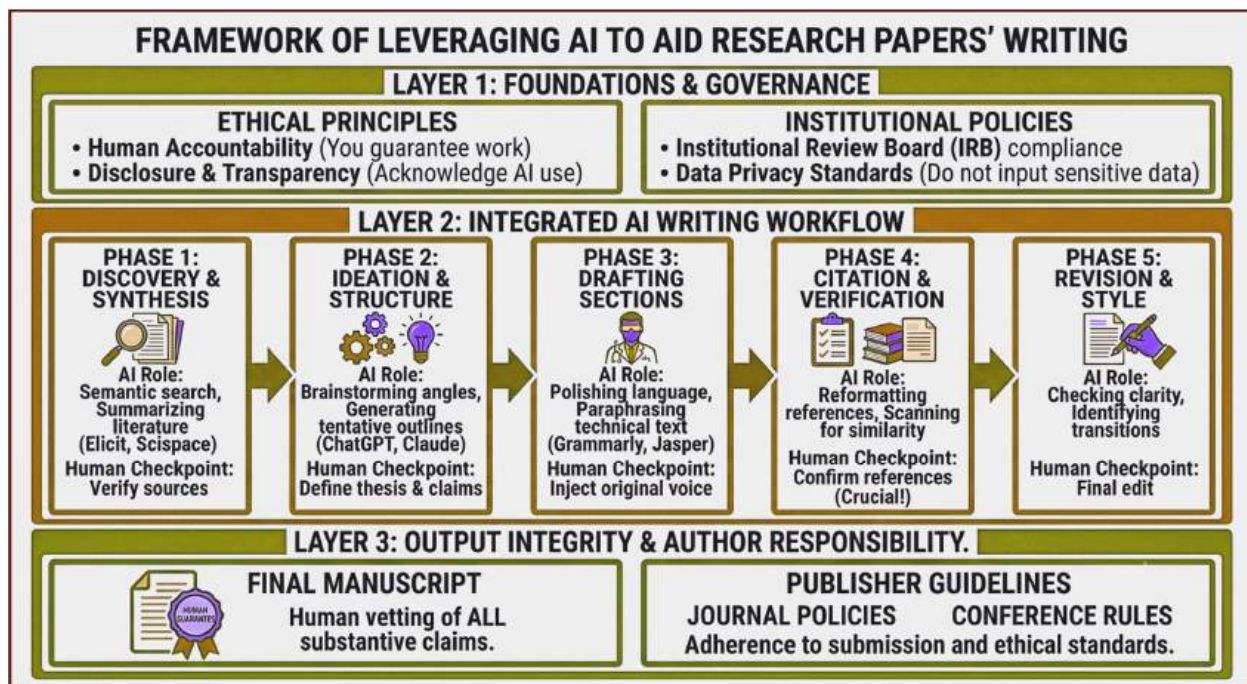


Figure 2: Framework of Leveraging AI to Aid Research Papers' Writing.

5.6 Limitations and Future Research

This synthesis has several limitations. First, the empirical studies analyzed articles, which may not fully represent the broader academic publishing landscape. Second, the rapid evolution of AI technologies means that findings may become quickly outdated. Third, the quality measures used in existing studies (e.g., publication acceptance) may not fully capture the subtle effects of AI on research quality.

Future research should address several important questions. First, how can we better measure the effects of AI on research quality beyond simple productivity metrics? Second, what are the optimal patterns of AI use that enhance rather than undermine scholarly quality? Third, how can institutions and publishers develop governance frameworks that support responsible AI use while preserving academic freedom and creativity? Fourth, what are the long-term effects of AI use on scholarly writing practices and intellectual development?

6 Conclusions

The integration of Artificial Intelligence into research paper production represents a transformative shift in scholarly communication. Evidence from large-scale empirical studies shows that AI adoption significantly increases research output by 23.7–89.3% according to Kusumegi et al. (2025), with particularly substantial gains for researchers facing language barriers. However, this increased productivity is accompanied by concerning quality implications, including a reversal of the traditional positive relationship between linguistic complexity and research quality (Kusumegi et al., 2025).

The role of AI in research writing is best characterized as that of a cognitive partner rather than a replacement for human intellectual labor (McClain & Barton, 2025). This partnership model emphasizes AI as a supportive tool that accelerates synthesis, analysis, and revision while leaving

the researcher in control of the process (Oelen & Auer, 2025). The TIB AIAssistant platform demonstrates the potential for AI-supported workflows across the entire research life cycle, from ideation to publication (Oelen & Auer, 2025).

Creativity and quality concerns are central to the AI integration challenge. Systematic reviews reveal that while AI tools can be powerful creative triggers when used appropriately, their excessive use seriously undermines students' capacity to generate original ideas (Bal & Arseven, 2025). Automated systems produce promising drafts but fail to meet top-tier publication standards, particularly in critical analysis and originality (Silva et al., 2025). These findings underscore the continued importance of human expertise and critical engagement.

Governance frameworks are essential for responsible AI integration. The ETHICAL protocol provides a structured approach emphasizing transparency, verification, and accountability (Alduais et al., 2025). Publisher policies consistently reject AI as a co-author and require disclosure of AI use (Springer, 2025; AIP Publishing, 2026; University of Chicago Press, 2025). McClain and Barton (2025) advocate for a human-centered approach that preserves the conversational, dialogic dimension of scholarly writing while leveraging AI's capabilities.

We conclude that AI serves as a selective catalyst that amplifies existing strengths and widens disciplinary divides (Qi et al., 2025). The challenge for the academic community is to harness AI's potential for democratizing and accelerating scholarly work while preserving the quality, integrity, and human-centered values that define meaningful research. As Kusumegi et al. (2025) note, as AI systems advance, they will challenge our fundamental assumptions about research quality, scholarly communication, and the nature of intellectual labor. Meeting this challenge requires ongoing reflection, robust governance, and a commitment to human-centered scholarly practice.

7 Availability of Data and Materials

All information is included in this article.

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