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Al tools do not replace an academic writer, but the two can collaborate

- 1. The key argument:
 - ✓ In addition to reporting science, scientists use writing to think. Delegating writing to AI translates into delegating thinking to AI. Scientists want to think.
 - ✓ Scientists can integrate AI-powered tools and other digital tools as assistants into their writing processes. See the writing lab w.space handouts "Digital Writing: Jumpstart Your Revision with Online Editing Tools" and "Online Tools that Improve your Vocabulary Use") on this site.
- 2. To use or not to use ChatGPT: Academic integrity, plagiarism, and reliability of research.

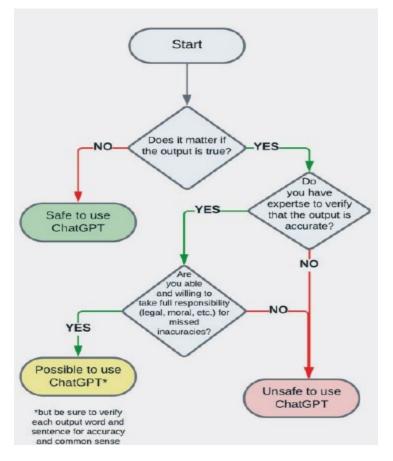


Fig. 1: When is it safe to use ChatGPT? A flowchart devised by Aleksandr Tiulkanov, Al and Data Policy Lawyer, January 2023. *ChatGPT and Artificial Intelligence in higher education: Quick start guide*. Unesdoc.unesco.org. (n.d.). <u>https://unesdoc.unesco.org/ark:/48223/pf0000385146</u>

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- 3. Common concerns for the use of ChatGPT to generate academic texts:
 - ✓ Plagiarism and academic integrity, fictitious references, and content bias (Teel et al., 2023)
 - ✓ Good vocabulary and grammatical correctness against the backdrop of stark unoriginality (Joshi, 2023)
 - ✓ Wordiness and clarity concerns
- 4. Popular AI tools adopted by scientists to write papers:
 - ✓ Translation tools: DeepL
 - ✓ Writing Assistants: Grammarly
 - ✓ Referencing tools: Citation Machine
 - Reading and summarizing tools: Semantic Scholar and Scholarcy

5. As per De Gruyter publisher report (2023, p. 5):

$\rightarrow 2$

There is limited knowledge among scholars about how Al tools work.

The most popular Al tools among scholars are focused on language support.

\rightarrow 3

Willingness to pay for AI tools is low — for many because they believe it will exacerbate inequalities between scholars.

$\rightarrow 4$

 $\rightarrow 1$

Only few scholars are using ChatGPT/GPT-4 regularly for their work. A large proportion haven't used it at all or have only experimented GPT-4. If they use it, with it for non-work purposes.

 $\rightarrow 5$

Most scholars are not aware of any regulations by their institution regarding the use of ChatGPT/ they do so at their own discretion.

$\rightarrow 6$

Scholars' main concerns with using ChatGPT/GPT-4 are unreliability, plagiarism, fake news dissemination. copyright infringement, and questions of originality.

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Scholars support the future use of ChatGPT/ GPT-4 with conditions: They want institutions and publishers to take a more active role in providing information and training on Al technology, and to clearly regulate its use in scientific work.

Fig. 2: Key research insights. De Gruyter report

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ChatGPT and Artificial Intelligence in higher education: Quick start guide. Unesdoc.unesco.org. (n.d.). <u>https://unesdoc.unesco.org/ark:/48223/pf0000385146</u>

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