An AI-human Collaborative Review of AI-human Collaborative Reviews

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Abstract

Generative artificial intelligence ("genAI") refers to tools that can be used to generate contents such as prose, poetry, scholarly documents, images, audio, and video files. A prominent use case for genAI is content-authoring of scholarly document such as research papers and grants but it is also known that gentAI is associated with significant risks of AI hallucination where fake, spurious and fradulent materials are developed by genAI that pass off as authentic materials, leading to significant ethical issues when it comes to research outputs. Given that genAI can be both beneficial and harmful, the goal of this paper was to conduct a review of the state of art iteratively using AI tools. Three AI tools were used to develop this review. The results of this review suggests that genAI tools when combined with human skills can provide excellent exemplars of human-AI collaboration, particularly improving the flow and quality of the output. At the same time, there are caveats and frameworks in place that can ensure transparency, and achieve responsible research conduct.

Introduction

Emergence of generative AI as a collaborative tool

Artificial Intelligence ("AI") can mimic human-like processes (including learning, adapting, synthesising data, and self-correction) using software algorithms interacting with the environment [1] . Generative AI tools ("genAI") are those that can "create" new artifacts, for example text materials, images, music, and videos using prompts that humans issue them; generalised pre-trained transformer models are particularly useful for literature reviews and discovery in biomedicine, for example, drug discovery [2]. A paradigm of creativity has ushered since the inception of the conversational generative AI application, **ChatGPT in November 2022**. In academia, Generative AI can assist in idea generation, essay evaluation, storytelling, and providing feedback, even being considered a co-author in students' manuscripts [1].

As Artificial Generative pre-trained transformer based applications continue to develop, several areas of application has emerged. At the same time, this has opened up a metaphorical "Pandora's Box"; while on the one hand, it has the potential to level an uneven playing field by allowing users with limited English language skills to take advantage of automated spelling, grammar correction and be able to express in nuanced English to publish their research that would have otherwise been time consuming and expensive, there are equally concerns about AI producing erroneous and biased outputs, particularly when they remain unchecked, and issues around AI hallucination. AI hallucination refers to the phenomenon where AI creates a convincing, contextually coherent, yet fabricated output in response to the user's input or previous context in response to a query. To mitigate the effect or impact of hallucination, it is essential that the prompts are contextually aware [3].

Given the fact that GPT based applications can work both ways, in that scholars can use them to rapidly create scholarly documents, yet they inherent potentiality of serious errors, the goal of this paper is to review and critically examine both sides and identify how might AI best be used under the prevailing circumstances. To achieve this, a review using AI tools as collaborating technology has been conducted to answer the question how AI and humans can collaborate with each other for academic writing, what are the possible perils and pitfalls, and what are some recommended steps. The next sections describe the methods of this process and the subsequent sections lay out the results and discussion of the core issues.

Materials and Methods

The purpose was to conduct a narrative review of the extant literature to identify the current usage, limitations, and recommendations for the use of generative pre-trained model for research on health and related sciences. The following query in the form of a prompt was presented to an AI model, "Identify the current status, benefits, drawbacks and recommended practices for using generalised pre-trained models for collaboration between humans and Artifiicial Intelligence". The AI model used for this purpose is referred to as Ai2 Paperfinder, a free web based tool found in https://paperfinder.allen.ai/

Ai2 paperfinder is an large language model powered search system that iteratively builds a query from a prompt, as described in the following document:

“When you (referring to the user) enter a query, you can watch as the system breaks down your query into relevant components, searches for papers, follows citations, evaluates for relevance, runs follow-up queries based on the results, and then presents not only the papers, but also short summaries of why the paper is relevant to your specific query.”

(https://allenai.org/blog/paper-finder)

The list of studies were then expanded further using a second Artificial Intelligence application referred to as ResearchRabbit, a free web based tool where, one can use seed publications to generate further recommendations for publications that are related to the group of seed publications, and visualise the inter-relationships among the individual publications. This process helps to support an unstructured searching; this tool was used in conjunction with paperfinder tool to explore additional relevant publications related to the use of generative AI tools for scholarly literature outputs [4]. The tool can be found here: https://www.researchrabbit.ai/

Once the set of relevant publications were identified, the full text of the publications were retrieved. This was done in two ways: (1) where researchrabbit webpage indicated the availability of the PDF the PDF was downloaded to the computer and (2) where a full text not immediately available indicated by the researchrabbit, the full text was accessed using the link function of researchrabbit application. The full text was then accessed for the paper.

Finally, Google Notebooklm was used to extract information from the PDFs to answer the following questions as prompts: (1) identify the authors of the publication; (2) summarise the main messages of the publication, and (3) list conclusion from the publication or study paper. These three information were verified with an independent review of the publication using these three objectives. Google Notebooklm. Google Notebooklm uses a conversational AI powered tool that extracts information from PDF documents and enables “deep dive” into specific text [5]. In this case, information was abstracted based on the above questions. Google Notebooklm can be found in the following resource location: https://notebooklm.google.com/

These three tools (Ai2 Paper Finder, ResearchRabbit, and Google NotebookLm) were combined to generate lists of references and citations and generate conversational insights based on questions and independent review of the resources. The texts were then summarised to generate themes on three aspects to explore (i) the benefits of how humans and AI can collaborate with each other to generate scholarly documents and produce knowledge; (ii) recommended best practices when humans collaborate with AI; (iii) current status of AI in terms of co-authorship, (iv) limitations and caveats, and (v) recommended steps to make best use of AI while steering clear of possible pitfalls

The workflow used for generating this review does not run the risk of producing fictitious or hallucinatory research publications because the list of publications are first generated by the Ai2 paper finder which are then filtered for checking their relevant document object identifiers by the research rabbit before research rabbit can ingest the list of references. Finally, Research Rabbit identifies the relevant full text which are then ingested and processed by the PDF reader at Google Notebook lm for further processing, thus eliminating the risk of spurious or fake or false publications. In generating this review of the current state of knowledge, both peer-review and preprints were considered as knowledge objects and both types of publications were critically appraised before summarisation.

Results

Benefits of teaming up with AI to write papers

There was consensus that when humans and AI collaborate with each other, the overall impact is greater than the sum of parts. This is because generative AI are better in crafting English language following the rules of syntax and grammar even though there is an associated risk of dullness; besides, generative AI can provide feedback and guidance in the process. Veach & Abualkibash (2023) tested how well chatGPT (see https://chatgpt.com/) — a conversational generative pre-trained transformer based AI model can be used to write academic research papers. They tasked ChatGPT 3.5 turbo with creating theoretical papers. Now this does not quite qualify that an AI assisted paper being written, rather here AI is itself the sole author of a paper but there

are important lessons. They reported that chatGPT had strong command of English language, near flawless spelling and grammar, showed consistent authoritative and logical tone [6]. Lin (2023) suggests that for humans, scholarly writing is often a "Sisyphean ordeal", in the sense of repetitive tasks and associated tedium. On the other hand, when humans collaborate with generalist large language models (LLMs), it leads to greater efficiency of academic writing and a joyful writing process and what they term as cognitive offloading by freeing up mental resources from completing mechanical tasks**.** Lin identified five degrees of engagement with the AI in a collaborative writing process starting with basic editing and using large language models as proof readers, enhancing structural editing using paraphrasing prompts; harnessing the power of generative capacity to generate derivative or new contents, and obtaining meaningful feedback in a "non-threatening" controllable environment of academic writing [7]. AbdElsalam & Abdel-Momen (2023) consider the paradigm shifting potential of AI for scientific writing when humans and AI collaborate. Similar to Lin, they believe that tools like ChatGPT can assist scientists with content arrangement, draft generation, and proofreading, extraction of relevant information from information-dense scientific papers, identify research gaps, proofreading, and even analysis of reviewer comments to prioritise revisions during the life cycle of content authoring and scholarly communications [8]. Nguyen *et al.* (2024) observed that doctoral students, who engage in iterative, highly interactive processes with generative AI (GAI)-powered assisting tools tended to achieve better performance in their writing tasks compared to those students who use generative AI as supplementary sources of information and adopt a more linear style of writing [9].

Best practices of collaborating with AI to write academic documents

Humans engaging with and collaborating with AI tools to craft academic documents need to maintain a level of vigil that the AI does not run away producing fictitious contents and that, what prompts are issued to the AI agents tend to make a big difference. Veach & Abualkibash (2023) recommend that the proper and thoughtful use of this technology is critical, and a need for humans to be vigilant, particularly with respect to AI-generated content for accuracy, and maintain scientific integrity [6]. Tu *et al.* (2024) has recommended use of effective prompt strategies that need to be carefully crafted and strategically formulated so that the researcher can retrieve information that is relevant to the task at hand. For conversational agents, prompts play a pivotal role in steering collaborative discussions, and therefore, clear, explicit prompts, often best crafted by the AI tools themselves, go a long way in ensuring that the resultant human-AI collaborative document can stimulate collective reflection and provoke thoughtful analysis of the research topics under consideration [10].

Can AI be treated as a co-author?

The answer to this question is a unanimous "no". Lee (2023) examined the question "Can an artificial intelligence chatbot be the author of a scholarly article?" from two perspectives: copyright law and research ethics. From a legal perspective, an AI chatbot cannot be considered the author of a copyrighted work because it is not a human being. Then again, from the perspective of he perspective of research ethics, the objection to AI chatbots being authors, at least from major scientific publications is that, AI chatbots cannot be held accountable for the work they produce [11]. Even though they are superior to search engines in technological advancement, their status are best relegated to the class of search agents.

Limitations and Caveats: Ethical issues, red teaming and hallucination

Several authors have highlighted issues around ethics, biases, risk of generating "paper mills", AI hallucinations, and "red teaming" that plague AI generated contents. Veach & Abualkibash (2023) noted that if humans were to "collaborate" with AI for authoring text, using a tool such as chatGPT would result in formulaic text. In particular, chatGPT's rigid adherence to a formulaic structure to write English langauge could strip away a human author's natural tone and unique identity [6]. Koçak (2024) noted that when authors use AI for academic content authoring, they open themselves to a form of writing that is not free from its inherent bias, over which they have little control, misinformation, and plagiarism that are part of AI generated content due to their designs. In turn these interfere with scientific rigor and integrity [12].

Beyond these considerations, the features that extreme academic productivity of AI-human collaboration can also lead to emergence of "paper mills" in unprecedented frequency. No doubt when we humans collaborate with AI, the issues around "staring at a blank canvas" or "writer's block" is less of an issue for us since a simple prompt such as "draft an outline of a research paper" will make an AI agent to create an outline and populate with content that go beyond "lorem ipsum". Yet such a convenience has its price as an automated process such as this also poses a risk of giving rise to "paper mills" — fraudulent organisations can use this process to

generate hundreds of “fake” or fradulent publications, and in turn sell them to unsuspecting academics, often early career academics who need publications for career progression. In turn, threaten the trustworthiness of academic publications and indexing services [13].

Generalised pre-trained models are built on different text corpus including WebText and OpenWebText [14]. When AI collaborate with humans, the machine learning algorithms, trained on such text corpuses, build the models based on predicting the next text and thus control flow of text on the basis of the input from humans; mimicking humans is a function of adding perplexity parameters in the form of “temperature” in the model, usually hidden from the user unless the user uses an application programming interface (“API”) to interact with the model. This becomes compounded when researchers use tools such as chatGPT or other conversational explainable AI tools where the parameters are hidden and pre-specified over which the user has no control. In turn, this introduces a “black box” and a level of opacity in parameters that the AI uses when it collaborates with humans. While this is less of an issue with simple questions and answers with little bearing in daily lives, when it comes to scientific healthcare knowledge domains, this lack of transparency can make a difference between life and death.

In particular, issues around AI hallucination, plagiarism, and unintentional or intentional “red teaming” are critical when one considers adoption of AI as a collaborative tool for academic writing. Kacena *et al.* (2024) assessed the ability of ChatGPT to assist humans in writing credible, peer-reviewed, scientific review articles on a set of topics including Alzheimer’s disease and bone, neural regulation on fracture healing, and relating covid-19 with musculoskeletal health; they used three sets of writing tasks where they instructed autonomous AI to generate the papers, humans unaided by AI to write research articles, and a collaboration of humans and AI (“AI-assisted”). They fact checked for accuracy and plagiarism. They found that AI-only approach resulted in up to 70% of the cited references being inaccurate. These inaccuracies included errors in the citation details (year, authors, title, journal), irrelevance of the text to the citation, or completely fabricated references, and that, the AI-assisted approach resulted in a high likelihood of plagiarism in the initial drafts [15].

A well-documented flaw of ChatGPT 3.5 Turbo is its inability to provide accurate or truthful citations. It frequently generates “hypothetical references” that do not exist or are unrelated to the content, which risks the accidental spread of misinformation. Veach & Abualkibash (2023) have identified ethical and legal challenges including the risk of accidental plagiarism; this is perhaps insurmountable as well as AI may derive from other works in its training data without proper recognition or citation [6]. There are also data privacy worries concerning the legal basis for gathering training data from the internet at large without explicit consent, which has led to ongoing investigations by governing bodies in multiple countries. Besides, AbdElsalam & Abdel-Momen (2023) identified a few key challenges where they noted that over-reliance on AI could diminish human skill and intuition in scientific writing, and that large Language Models trained on general data may be less effective in specialised fields or languages with fewer resources, and they can generate inaccurate or fabricated information, known as "hallucinations” [8].

AI hallucination or AI’s erroneous output is a common and widespread problem. Among the other, perhaps less discussed aspect is that of “red teaming” and algorithmic bias of large language models [14]. Red teaming refers to a process where individuals intentionally (or sometimes unintentionally) prompt or challenge an AI model, particularly large language models (LLMs), with text that aims to disrupt its algorithms**.** What’s particularly concerning in the context of academic writing, as highlighted by Jains, is that researchers can *unknowingly* perform red teaming. This can happen if the researchers input large prompts with scientific data or text, or if they lack appropriate context and specificity in their queries to the chatbot. For instance, providing limited context or comparing two tangentially related subjects can inadvertently lead to red teaming [14]. Similarly, copying one’s writing, which might include identifiable information can also unintentionally feed the model context that biases its output, leading to context induced bias. When an LLM is red teamed, it leads to generation of stereotypical or harmful content as the “human in the loop” has introduced the bias that the algorithm magnifies, and reinforces it. Unfortunately, biases cannot be corrected post fact and these need to be addressed at the time of training of the model. Hence the problems of lack of transparency and bias are inter-related. As Lee (2023) has noted, a significant problem identified with AI chatbots like ChatGPT is that, they cannot provide reliable sources for their writings and possess an “unfortunate ability to provide fake information in a convincing way” [11]. This means that any AI-generated text must be verified for authenticity by a human researcher, highlighting that they are not “ideal” research assistants. Doyal *et al.* (2023) states ethical concerns associated with the use of these AI tools, which include bias, misinformation, privacy, lack of transparency, job displacement, stifling creativity, plagiarism, authorship, and dependence [16]

Possible remedies and recommendations

In the face of these limiations, but also the advantages of an AI-human collaborative writing processes, there is a need for review and adjustment of the relationships between humans and machines. Reza *et al.* (2025) for example, in "Co-Writing with AI, on Human Terms: Aligning Research with User Demands Across the Writing Process," has identified four overarching design strategies for AI writing support, which in turn, emerged from their systematic review of 109 Human-Computer Interaction (HCI) papers published between 2018 and 2024 [17]. From a system designer's perspective, these strategies include structured guidance by an AI agent, AI as a guide to lead the human collaborator on a Guided Exploration of the topic being navigated; AI as an active co-writer or co-author as a partner and not taking over the role of writer; and finally, AI should serve as provider of both qualitative and quantitative critical feedback in the revision process**.** Lee (2023) has cautioned that it is best to treat AI as a Research Tool and proceed with care, and even though chatbots are not suitable for "authorship" or serve as co-authors, they advise to treat them as research tools as they caution that, AI chatbots can be dangerous research assistants and suggest to use them with "heavy" responsibilities on part of the collaborator human who uses them [11]**.** Tu *et al.* (2024) suggest that authors who collaborate with AI in their writing should prioritise transparency by clearly disclosing the involvement of AI tools in the creation process [10]. They also noted a need for continual reflection, development, and familiarisation with AI writing process to alleviate some of the shortcomings that we have discussed in this section. Doyal *et al.* (2023) noted the necessity of developing strategies to understand and address concerns around detection of bias and misinformation, ensuring privacy, transparency; in the context of healthcare applications, they recommended the need for expert critical review by experts. Beyond these considerations, researchers and organisations have proposed frameworks that can overcome or at least address the current limitations of AI as human companions to write scholarly manuscripts [16].

Cho *et al.* (2023) has papercard as a tool for ensuring transparency in academic publications where authors have used AI for writing the manuscript. Papercard is a framework for human authors to transparently declare the use of Artificial Intelligence (AI) in their academic writing process and has four components — (1) a statement of declaration about machine assistance; (2) that authors authors transparently report the specific types of AI assistance used, ranging between generating key ideas and research questions to answering them, creating entire paper outlines, generating "original" content for sections, drafting, editing, proofreading, or merely offering advice; (3) that authors critically consider potential risks associated with using machine assistance including the possibility of inaccurate content, harmful content, plagiarism, intellectual property issues, and accountability for misinformation, thereby declare that they understand these risks and have taken appropriate steps to mitigate them; (4) that authors specify the names, service providers, relevant dates, versions and specifications of AI model(s) used, provide the prompts they used, and demonstrate their intellectual contributions [18]. In a sense fulfilling all four requirements or even the suggestions of the framework are tall asks for many, if not most authors, and many authors may not be familiar with these specifications, given the stage of the AI adoption we are experiencing. The International Association of Scientific, Technical & Medical Publishers (STM) -- a global trade association that provide services and support within the scholarly publishing ecosystem — released a "white paper" in 2023 where they articulated the principles for authors, editors, and reviewers of scholarly papers on the use of AI (see https://stm-assoc.org/new-white-paper-launch-generative-ai-in-scholarly-communications/). In the manuscript they provided advisories for authors, editors, reviewers, and readers in terms of best practices, and what are allowed and not allowed. For authors, they recommend GenAI can be used as a basic tool for refining, correcting, formatting, and editing texts and documents with disclosure and forbid use of GenAI to create, alter, or manipulate original research data and results, such as images, blots, photographs, x-rays, and measurements, and that GenAI cannot be credited as an author of a published work. For editorial teams, they warn against using publicly available GenAI platforms for integrity checks in preference to human oversight; their advisory for "readers" is particularly notable where they note that readers should not upload published manuscripts to publicly available GenAI platforms, as this material might be used in ways that violate copyright or contravene confidentiality/privacy requirements. In an era of explosion of GenAI as a creative companion for humans and where we are arguing for the case of AI-human collaboration, these may seem restrictive although judicious on the ground of careful and deliberate best case use of genAI tools for scientific and scholarly publishing.

Discussion

What are the main findings of this review

In summary, the findings of this review suggest that firstly, a human-AI collaboration in composing scholarly articles, grant applications and reports can leverage the best of both words where human creativity can meet

with the infallible accuracy of a software tool following heuristics of grammar, and rules of best composition and these tasks can be accomplished in unprecedented speed. Secondly, it must be noted that at the same time, as AI are not conisdered as human equivalent, an AI cannot be a co-author, regardless of its human like ability to “think” and “suggest” improvements and changes in a manuscript, that, were it to be a human being, would deem an authorship. Third, it behoves the authors of the work to be mindful of the several shortcomings of the genAI systems, notably AI hallucinations and the role of “red teaming” where inadvertent or intentional misuse can lead to undesirable consquences as a result of use of AI and serious biases. Therefore, best practices behoove that human agents must act in good faith, be transparent about their usage of the AI, declare such usage and refrain from using AI beyond simple editorial services.

Some of these may seem overly restrictive, given the spate of the development of AI and the multiple use cases of automation and knowledge generation where we are increasingly using AI. While AI hallucination is a reality that is best avoided, judicious use of AI tools with curation can avoid and eliminate this possibility. For example, in preparation of this manuscript an AI tool was used but the output from that AI tool was double checked with other tools. The output from Ai2 paper finder was double checked with researchrabbit when the resulting literature file was uploaded for ingestion, and this provided additional information in identifying those papers that did not have an accompanying document object identifier in them, so the software tracked the correct identifier and catalogued them. In developing this review, a chat based document parser was also used with Google Notebooklm, but the information was verifiable with close reading of the full text. Therefore, while caution is important in the context of AI-human collaboration, it is also important to build the necessary checks and balances in the design phase of the study to leverage the best features of AI that can be harnessed by humans with creativity and domain expertise. In conclusion,

The shortcoming of this review was its reliance on AI for literature search. While this was a methodological choice to demonstrate and iteratively discover the potential of an AI-human collaboration at all phases of the research process, future studies need to utilise both AI with prompts, and search engines. Second, the necessary papers from where the knowledge has been developed could have followed a more structured selection criteria and that would facilitate development of a more systematic review of the literature using AI tools. It is hoped that AI tools can be successfully used in future to build and nearly automate the process of systematic literature reviews. In its current application, over a short period of time, it has helped to generate an evidence base that can serve as a reliable talking point.

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