



SOCIRCLE:
Journal Of Social Community Services

Journal homepage:
<https://socircle.xjournal.com/ojs/index.php/socircle/index>



AI-Assisted Scientific Writing Training for Undergraduate Students: A Community Engagement Program Using Qwen and Avidnote at Universitas Al Irsyad Cilacap

Teguh Iman Santoso^{1*},

¹ School of Economic and Business, Telkom University, West Java, Indonesia

*Correspondence: E-mail: teguhis@telkomuniversity.ac.id

ARTICLE INFO

Article History:

Received 24 May 2026

Revised 09 Jun 2026

Accepted 19 Jul 2026,

Keywords:

Artificial Intelligence, scientific writing, Qwen, Avidnote, academic literacy, community engagement

ABSTRACT

Artificial Intelligence has reshaped higher education and research practices, particularly in supporting students' ability to plan, draft, and refine scientific articles. However, many undergraduate students still face difficulties in developing academic outlines, synthesizing literature, organizing arguments, applying scholarly writing conventions, and validating sources. This community engagement activity aimed to introduce AI-assisted scientific writing using Qwen and Avidnote to students in the Entrepreneurship and Digital Business Program at Universitas Al Irsyad Cilacap. The activity was conducted as an interactive online workshop on Saturday, April 18, 2026, through the Faculty of Economics and Business, involving approximately 50 undergraduate students. The workshop consisted of conceptual explanation, live demonstrations, hands-on practice, guided drafting, discussion, and reflective feedback. Since the activity did not include complete quantitative evaluation data, the results are reported descriptively based on workshop implementation, participant engagement, observed practice, and learning outputs. The results showed that participants were able to practice AI-assisted article outlining, literature synthesis, paragraph development, draft refinement, and source validation using Qwen and Avidnote. The main outputs of the activity included AI-assisted article outlines, preliminary academic writing drafts, revised paragraphs, and reflection notes on ethical AI use. The workshop also emphasized that AI-generated outputs must be reviewed critically, adjusted to academic writing standards, and supported by valid scholarly sources. This activity indicates that AI-assisted writing workshops can support undergraduate students' academic literacy when combined with guided practice, source verification, and academic integrity awareness. Follow-up mentoring, AI writing clinics, and integration of



1. Introduction

The integration of Artificial Intelligence into academic workflows has transformed how research is documented, synthesized, and communicated. Writing a scholarly article demands precise citation, methodological clarity, and adherence to disciplinary conventions—tasks that many students still find daunting. AI platforms such as Qwen and Avidnote address these pain points by accelerating literature synthesis, generating structured outlines, refining syntax, and aligning drafts with accepted academic standards. Importantly, these tools do not replace critical thinking or authorial voice; rather, they function as cognitive scaffolds that enhance efficiency, reduce mechanical errors, and help students internalize scholarly conventions through guided practice.

At Universitas Al Irsyad Cilacap, particularly within the Entrepreneurship and Digital Business program, scientific writing remains a significant hurdle. Students report difficulty distinguishing credible sources from peripheral material, constructing methodologically sound arguments, and formatting manuscripts according to journal guidelines. These constraints slow drafting timelines, limit publication output, and often leave students feeling overwhelmed by the iterative demands of academic writing. Without structured support, many rely on trial-and-error approaches that compromise both quality and confidence. AI-assisted tools offer a targeted intervention: automating literature mapping, suggesting logical transitions, flagging structural inconsistencies, and proposing clearer phrasing—freeing students to focus on argument development rather than mechanical drafting.

While numerous studies document AI's potential in academic writing, practical implementation often stops at superficial introductions. Previous workshops have introduced tools like Qwen and Avidnote, yielding faster draft completion, but rarely explore how these platforms can be integrated across the entire writing lifecycle. This initiative addresses that gap through a comprehensive, stage-by-stage optimization model. Rather than treating AI as a single-purpose shortcut, the workshop guides participants through its systematic application—from initial literature scoping and outline generation to iterative drafting, editorial refinement, and final format verification. This integrated approach ensures students move beyond tool familiarity toward methodological competence, fostering both academic independence and sustained writing proficiency.

The primary aim of this community engagement project is to streamline scientific article writing for undergraduate students in the Entrepreneurship and Digital Business program by strategically integrating Qwen and Avidnote into their workflow. The goal is not merely faster output, but more coherent, methodologically sound, and ethically grounded scholarly production. Conducted online on April 18, 2026, through the Faculty of Economics and Business at Universitas Al Irsyad Cilacap (Jl. Cerme, Cilacap 53223), the workshop blended conceptual instruction, live tool demonstrations, and guided practice. Its broader contribution lies in establishing a replicable framework for AI-assisted academic writing—one that strengthens digital literacy, clarifies scholarly methodology, and elevates institutional research output.

2. Methods

This community engagement activity employed an interactive online workshop method designed to introduce AI-assisted scientific article writing to undergraduate students. The activity was conducted on Saturday, April 18, 2026, through Zoom Meeting under the coordination of the Faculty of Economics and Business, Universitas Al Irsyad Cilacap. The participants consisted of approximately 50

undergraduate students from the Entrepreneurship and Digital Business Program. The participants were selected because they were at the undergraduate level and required academic writing competence for coursework, research assignments, and scientific article preparation.

The workshop focused on the use of Qwen and Avidnote as AI-assisted writing tools. The method was designed not only to introduce the tools, but also to guide students in applying them to several stages of scientific writing, including topic development, literature synthesis, article outlining, paragraph drafting, revision, and source validation. The implementation consisted of five stages: preparation, workshop delivery, mentored practice, evaluation, and follow-up support.

The first stage was preparation. In this stage, the facilitator prepared the training materials, online workshop platform, sample scientific article structure, writing exercises, AI prompt examples, and draft assessment rubric. The materials were developed based on common problems faced by undergraduate students in scientific writing, including difficulty developing article outlines, synthesizing literature, organizing arguments, maintaining academic tone, and validating sources. The preparation stage also included technical checking of Zoom Meeting, preparation of presentation slides, and development of practice templates for article outlines and short academic drafts.

The second stage was workshop delivery. The workshop was conducted from 08.00 to 12.00 WIB. The session combined conceptual explanation, live demonstration, guided practice, and interactive discussion. The structure of the workshop is presented in Table 1.

Table 1. Workshop Schedule and Activity Structure

Time	Session	Main Activity	Expected Output
08.00– 08.15	Opening orientation	and Introduction to workshop objectives, technical instructions, and expected outputs	Students understand the purpose and flow of the workshop
08.15– 08.45	Scientific article writing overview	Explanation of article structure, academic argumentation, literature synthesis, and common writing problems	Students understand the basic structure of scientific articles
08.45– 09.30	Introduction to AI in scientific writing	Explanation of AI-assisted writing, ethical use of AI, source validation, and the limits of AI-generated outputs	Students understand responsible AI use in academic writing
09.30– 10.15	Qwen demonstration	Live demonstration of using Qwen for brainstorming topics, developing outlines, improving paragraph structure, and refining academic language	Students understand how Qwen can support early- stage drafting and revision
10.15– 11.00	Avidnote demonstration	Live demonstration of using Avidnote for literature notes, research organization, academic writing support, and draft development	Students understand how Avidnote can support research-based writing

Time	Session	Main Activity	Expected Output
11.00– 11.40	Mentored hands-on practice	Students practiced developing article outlines, drafting short paragraphs, refining academic sentences, and checking source relevance	Students produce AI-assisted article outlines and short draft sections
11.40– 11.55	Output review and reflective discussion	Selected outputs were reviewed by the facilitator, followed by discussion of errors, challenges, and ethical issues	Students receive feedback on their writing outputs
11.55– 12.00	Closing and follow-up direction	Summary of the workshop and explanation of follow-up support	Students understand the next steps for continued practice

The third stage was mentored practice. During this stage, students were asked to complete a short writing task using Qwen and Avidnote. The task required students to develop a simple scientific article outline, generate a preliminary academic paragraph, revise sentence structure, and identify whether the AI-generated output required correction or source validation. The facilitator provided real-time feedback on article structure, clarity of argument, academic tone, source relevance, and ethical use of AI-generated content.

The fourth stage was evaluation. Since the activity did not document complete quantitative pre-test and post-test scores, the evaluation was conducted descriptively using a practical output rubric, facilitator observation, reflective discussion, and documentation of student outputs. The evaluation focused on how students engaged with AI-assisted writing tools and whether they were able to produce initial writing outputs during the workshop. The success of the activity was assessed through four indicators: students' ability to develop an article outline, students' ability to produce a short academic draft, students' ability to revise AI-generated writing, and students' awareness of source validation and ethical AI use. The evaluation indicators are presented in Table 2.

Table 2. Evaluation Indicators

Evaluation Aspect	Data Source	Indicator
Understanding of scientific article structure	Facilitator observation and discussion	Students' ability to identify the basic parts of a scientific article
AI-assisted outlining skill	Practical output rubric	Students' ability to produce an article outline using Qwen or Avidnote
Drafting skill	Practical output rubric	Students' ability to develop a short academic paragraph with AI assistance

Evaluation Aspect		Data Source	Indicator
Revision skill		Practical output rubric	Students' ability to refine sentences, improve coherence, and adjust academic tone
Source awareness	validation	Reflection and discussion	Students' awareness that AI-generated outputs must be checked against credible sources
Ethical AI use		Reflection and facilitator observation	Students' understanding that AI supports writing but does not replace authorial responsibility

The practical output rubric used four descriptive categories: very good, good, fair, and poor. The assessed components included article structure, coherence of ideas, academic tone, relevance of content, source validation, and ethical use of AI. Students were considered to have achieved the workshop objective if they were able to produce an AI-assisted article outline and a short draft section while recognizing the need to review, revise, and validate AI-generated outputs before using them in academic writing.

The data were analyzed using descriptive qualitative analysis. Data from facilitator observations, student outputs, reflective discussion, and workshop documentation were organized based on the evaluation indicators. The analysis focused on identifying students' practical engagement, types of outputs produced, common writing difficulties, ethical issues in AI-assisted writing, and the potential use of Qwen and Avidnote in supporting scientific article preparation. Because complete pre-test and post-test data were not available, this article does not report numerical improvement, percentage increase, or statistical comparison before and after the workshop.

The fifth stage was follow-up support. After the workshop, students were encouraged to continue practicing AI-assisted writing through an online discussion forum for two weeks. The forum was used to share writing templates, discuss difficulties in using Qwen and Avidnote, provide feedback on article outlines, and remind students to verify AI-generated outputs with credible academic sources. This follow-up support was intended to help students move from workshop-based practice to more independent and responsible use of AI tools in scientific writing.

The main outputs of this activity included AI-assisted article outlines, preliminary academic writing drafts, revised paragraphs, student reflection notes, and documentation of the online workshop. Therefore, the success of the activity was not measured solely by attendance, but by students' engagement in hands-on practice, the production of initial writing outputs, and their reflective understanding of ethical AI use and source validation in scientific article writing.

3. Results and dicussion

3.1 Results

The results of this community engagement activity are presented descriptively because the workshop did not document complete quantitative evaluation data, such as pre-test and post-test scores, percentage of students who completed each output, satisfaction survey results, or a formal before-and-after comparison of student drafts. Therefore, this section does not claim measurable improvement in draft coherence,

citation accuracy, argumentative flow, academic literacy, or student confidence. Instead, the findings are reported based on workshop documentation, facilitator observation, mentored practice, student learning outputs, and reflective discussion.

The online workshop was conducted on Saturday, April 18, 2026, and involved approximately 50 undergraduate students from the Entrepreneurship and Digital Business Program at Universitas Al Irsyad Cilacap. The activity introduced Qwen and Avidnote as AI-assisted tools to support scientific article writing. The workshop focused on several writing stages, including topic exploration, article outlining, literature synthesis, paragraph development, draft revision, and source validation. Table 3 presents the availability of evidence used to report the results of the workshop.

Table 3. Availability of Evaluation Evidence

Evaluation Component	Availability in Documentation	Explanation
Number of participants	Available descriptively	The activity involved approximately 50 undergraduate students
Pre-test score	Not available	Numerical baseline data before the workshop were not documented
Post-test score	Not available	Numerical scores after the workshop were not documented
Percentage of improvement	Not available	Improvement could not be calculated because pre-test and post-test data were not available
Satisfaction survey	Not available	Percentage-based satisfaction data were not documented
Practical outputs	Available descriptively	Students practiced producing AI-assisted article outlines, short draft sections, and revised paragraphs
Workshop documentation	Available	The activity was documented through online workshop screenshots and presentation sessions
Reflective discussion	Available descriptively	Students discussed benefits, challenges, ethical issues, and the need for source validation

Based on Table 3, claims such as “students demonstrated marked improvement” or “students’ confidence increased significantly” were not retained because they require empirical measurement. The results are therefore focused on observable learning activities and outputs produced during the workshop.

The first observable result was students’ engagement in AI-assisted article outlining. During the guided practice session, students were introduced to how Qwen and Avidnote could be used to generate initial article structures. The facilitator emphasized that AI-generated outlines should be treated as draft scaffolds rather than final academic products. Students were encouraged to revise the outline based on research objectives, topic relevance, and the logical sequence of scientific article sections.

The second observable result was students’ practice in developing short academic paragraphs. Students were guided to transform outline points into preliminary paragraphs using AI assistance. The activity focused on improving clarity, coherence, and academic tone. However, the workshop did not compare students’ drafts before and after the activity using a formal rubric. Therefore, the result is reported as evidence of guided practice rather than measurable improvement in writing quality.

The third observable result was students’ exposure to literature synthesis and source validation. Students were introduced to the importance of using credible academic sources and checking whether AI-generated explanations were supported by references. This activity was important because AI-assisted writing may produce fluent text that still requires verification. Students were reminded that AI tools can support drafting, but the accuracy, relevance, and credibility of sources remain the responsibility of the author. Table 4 summarizes the output-based results of the workshop.

Table 4. Output-Based Results of the Workshop

Workshop Output	Evidence from Activity	Description
AI-assisted article outline	Students practiced generating article outlines using Qwen and Avidnote	Students were introduced to structured article planning
Preliminary draft section	Students practiced developing short academic paragraphs from outline points	Students gained initial experience in AI-assisted paragraph development
Revised paragraph	Students practiced refining sentence structure, academic tone, and coherence	Students learned that AI-generated writing requires editing and authorial judgment
Literature synthesis practice	Students discussed how to connect ideas from sources into academic arguments	Students were introduced to literature-based writing rather than opinion-based writing
Source validation practice	Facilitator emphasized checking the credibility and relevance of sources	Students were reminded that AI-generated outputs must be verified
Ethical reflection	AI Discussion addressed plagiarism, authorship, overreliance on AI, and academic integrity	Students were encouraged to use AI responsibly in scientific writing

The outputs in Table 4 indicate that the workshop produced learning artifacts in the form of AI-assisted article outlines, preliminary academic paragraphs, revised writing sections, and reflection notes on ethical AI use. These outputs show that students were not only introduced to Qwen and Avidnote conceptually, but also practiced using them in selected stages of scientific article writing. Table 5 presents the observed writing indicators during the workshop.

Table 5. Observed Writing Indicators During the Workshop

Indicator	Observed Evidence	Interpretation
Ability to identify article structure	Students followed the explanation of scientific article components	Students were introduced to the basic logic of article organization
Ability to develop an outline	Students practiced creating article outlines with AI assistance	Students gained practical exposure to AI-assisted planning
Ability to draft paragraphs	Students practiced developing short paragraphs based on outline points	Students engaged in initial academic drafting activities
Ability to revise AI output	Students were asked to review and adjust AI-generated sentences	Students were introduced to the importance of editing and authorial control
Ability to reflect on source validation	Discussion emphasized checking sources and avoiding unsupported claims	Students became aware that AI-generated text requires verification
Awareness of ethical AI use	Facilitator discussed plagiarism, authorship, and responsible AI use	Students were encouraged to use AI as a support tool, not as a substitute for thinking

The reflective discussion showed that students perceived AI-assisted writing tools as helpful for reducing initial confusion in drafting scientific articles. However, the discussion also revealed that students still needed guidance in evaluating AI-generated outputs, checking source relevance, and ensuring that the final manuscript reflected their own academic reasoning. This finding indicates that AI-assisted writing workshops should not focus only on tool operation, but also on source literacy, academic ethics, and critical revision.

Several challenges were also identified during the workshop. First, students had different levels of familiarity with scientific article structure. Some students were familiar with introduction, method, results, and conclusion sections, while others still needed basic explanation of article organization. Second, the online format required stable internet access, which may have influenced students' ability to follow the live demonstration and hands-on practice. Third, AI-generated outputs sometimes required further revision because the generated text could be too general, insufficiently connected to sources, or not fully aligned with academic writing conventions. Fourth, continued mentoring was needed so that students could apply Qwen and Avidnote independently in real scientific writing assignments.

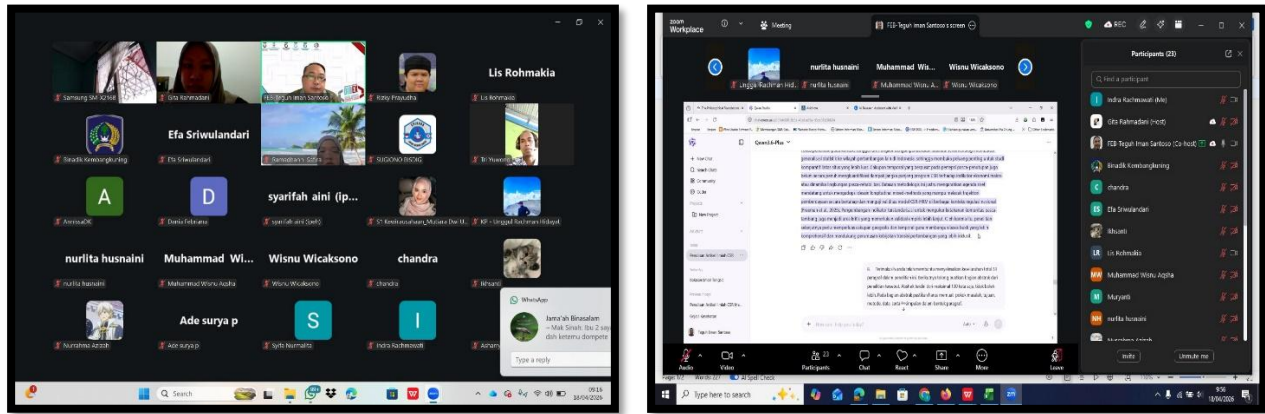


Figure 1. Workshop Activity

3.2 Discussion

The results indicate that AI-assisted writing tools can support undergraduate students in scientific article writing when they are introduced through structured guidance and ethical reflection. However, the findings should not be interpreted as evidence of statistically measured improvement because no pre-test, post-test, satisfaction survey, or formal before-and-after draft assessment was conducted. The contribution of this activity lies in introducing students to an AI-assisted writing workflow that combines article planning, drafting, revision, source validation, and academic integrity awareness.

First, Qwen was useful mainly as a brainstorming and drafting support tool. During the workshop, Qwen was introduced to help students generate topic ideas, develop article outlines, improve sentence clarity, and revise preliminary paragraphs. This function is relevant for undergraduate students who often experience difficulty starting academic writing. However, the facilitator emphasized that Qwen-generated outputs should not be accepted automatically. Students need to review whether the generated outline is logical, whether the argument is relevant, and whether the writing reflects their own academic understanding.

Second, Avidnote was introduced as a tool to support research writing, reading, and analysis. Its relevance lies in helping students organize literature notes, summarize research materials, and develop academic writing sections. In scientific article writing, Avidnote can support literature-based drafting, but it still requires users to check the quality and relevance of sources. Therefore, Avidnote was positioned as a writing support system rather than a substitute for reading, thinking, and academic judgment. Table 6 presents an analytical comparison of Qwen and Avidnote in the writing workflow.

Table 6. Analytical Comparison of Qwen and Avidnote in Scientific Writing

Tool	Main Function in the Workshop	Relevance for Students	Limitation
Qwen	Brainstorming, paragraph drafting, and refinement	Helps students start and organize early ideas	Outputs may be general and require academic revision

Tool	Main Function in the Workshop	Relevance for Students	Limitation
Qwen	Language improvement and structural suggestions	Supports clarity and coherence in preliminary drafts	Does not guarantee source accuracy or methodological validity
Avidnote	Literature notes, research writing support, and draft organization	Helps students connect writing with research materials	Requires source checking and critical reading
Avidnote	Academic writing assistance and research-based drafting	Supports writing practice in research contexts	Cannot replace the student's responsibility to synthesize literature
Both tools	AI-assisted drafting and revision	Provide scaffolding for early-stage scientific writing	Risk of overreliance if students do not verify and revise outputs

The most important issue in AI-assisted scientific writing is not only whether AI can help students write faster, but whether students can use AI critically. AI tools may generate well-structured text, but fluent writing does not always mean accurate or scholarly writing. Students must still evaluate whether the content is supported by credible sources, whether the argument is logically developed, and whether the text follows academic conventions. This aligns with the academic literacies perspective, which views writing as more than technical correctness; it involves meaning-making, disciplinary conventions, source use, and authorial responsibility (Lea & Street, 1998).

The workshop also highlighted the relationship between AI-assisted writing and academic literacy. Academic literacy includes the ability to understand scholarly structure, identify credible sources, synthesize literature, develop arguments, cite properly, and revise writing based on academic standards. Qwen and Avidnote may support parts of this process, but students still need explicit guidance to avoid treating AI-generated text as finished academic work. In this sense, AI-assisted writing should be integrated into academic writing pedagogy as a guided learning process.

Ethical AI use was another central discussion point. Students were reminded that AI-generated writing can create risks, including unsupported claims, fabricated references, generic arguments, plagiarism, and loss of authorial voice. These risks are widely discussed in relation to generative AI in education and academic writing. Therefore, the workshop emphasized the need for source validation, proper attribution, human revision, and transparency in AI use (Kasneci et al., 2023; Miao & Holmes, 2023; Perkins, 2023). Table 7 summarizes the risks of AI-assisted writing and the mitigation strategies introduced in the workshop.

Table 7. Risks and Mitigation in AI-Assisted Scientific Writing

Risk	Possible Consequence	Mitigation Strategy
Generic AI-generated Drafts may lack originality and content	contextual relevance	Revise outputs based on research objectives and student understanding
Unsupported claims	Arguments may not be based on credible sources	Check every claim against scholarly references
Fabricated or inaccurate references	Academic credibility may be weakened	Verify sources through journals, DOI, databases, or original documents
Overreliance on AI	Students may lose critical thinking and authorial control	Use AI as a drafting assistant, not as a replacement for writing
Weak literature synthesis	Writing may become a collection of summaries without argument	Connect sources through comparison, contrast, and research gaps
Plagiarism risk	Improper use of generated text may violate academic integrity	Paraphrase responsibly, cite sources, and maintain authorial responsibility

The findings also suggest that AI-assisted scientific writing workshops should include stronger evaluation instruments in future implementation. If future workshops collect pre-test and post-test scores, draft rubrics, satisfaction surveys, and examples of before-and-after student drafts, the impact of the training can be reported more convincingly. For example, future evaluation may measure how many students successfully produce article outlines, how many are able to revise AI-generated paragraphs, and how many can identify unsupported claims in AI outputs.

Overall, this workshop provided descriptive evidence that students engaged with Qwen and Avidnote in scientific article writing practice. The most important finding is that AI can support early-stage writing activities such as outlining, drafting, revision, and literature organization, but it must be combined with source validation, critical reading, academic integrity, and human authorship. Therefore, AI-assisted writing should be understood not as an automatic solution for scientific article writing, but as a guided academic literacy practice.

4. Conclusions and Recommendations

4.1 Conclusion

This community engagement project demonstrates that strategic AI integration can meaningfully enhance scientific article writing in higher education. By embedding Qwen and Avidnote into the drafting workflow, students gained practical tools for literature synthesis, structural planning, and editorial refinement—resulting in faster, more coherent, and methodologically sound outputs. The workshop successfully elevated academic literacy, clarified scholarly conventions, and fostered responsible AI use. Ultimately, the initiative provides a scalable, ethically grounded framework for

academic departments seeking to modernize writing pedagogy without compromising intellectual rigor or authorial authenticity.

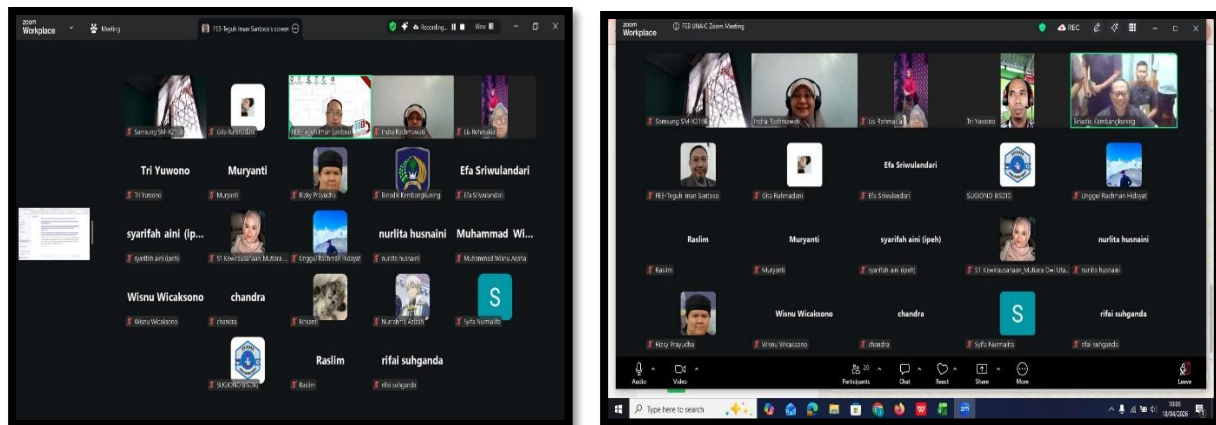


Figure 2. The presenter is explaining material

4.2.Recommendations

1. Institutionalize Regular AI Writing Workshops: Ongoing training ensures students maintain proficiency and adapt to emerging tool updates.
2. Embed AI into Academic Writing Curricula: Rather than treating AI as an optional add-on, departments should integrate tool-specific competencies—such as prompt design, source verification, and output calibration—into core writing courses.
3. Improve Digital Infrastructure: Reliable internet access and adequate hardware remain prerequisites for equitable AI participation; institutions should prioritize these investments.
4. Foster AI Writing Communities: Peer networks and faculty-student mentoring circles encourage knowledge sharing, template development, and continuous skill refinement.
5. Reinforce Academic Integrity: Every AI writing module must emphasize source validation, proper attribution, and the irreplaceable role of human critical analysis.
6. Implement Longitudinal Tracking: Establish metrics to assess whether AI-assisted writing translates into higher publication rates, improved draft quality, and sustained student confidence over time.

5. Authors Note

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. References

- Alkaissi, H., & McFarlane, S. I. (2023). Artificial hallucinations in ChatGPT: Implications in scientific writing. *Cureus*, 15(2), e35179. <https://doi.org/10.7759/cureus.35179>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.
- Avidnote. (n.d.-a). *AI for researchers: Effective research writing, reading & analysis with AI*. Retrieved June 8, 2026, from <https://avidnote.com/>
- Avidnote. (n.d.-b). *AI for research: Avidnote guide*. Retrieved June 8, 2026, from https://avidnote.com/wp-content/uploads/2024/09/Avidnote_Guide_AI_Research.pdf

- Bai, J., Bai, S., Chu, Y., Cui, Z., Dang, K., Deng, X., Fan, Y., Ge, W., Han, Y., Huang, F., Hui, B., Ji, L., Li, M., Lin, J., Liu, R., Liu, D., Liu, G., Lu, C., Lu, K., ... Zhou, J. (2023). Qwen technical report. arXiv. <https://arxiv.org/abs/2309.16609>
- Chiu, T. K. F., Ahmad, Z., Ismailov, M., & Sanusi, I. T. (2024). What are artificial intelligence literacy and competency? A comprehensive framework to support them. *Computers and Education Open*, 6, Article 100171. <https://doi.org/10.1016/j.caeo.2024.100171>
- Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2024). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. *Innovations in Education and Teaching International*, 61(2), 228–239. <https://doi.org/10.1080/14703297.2023.2190148>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, Article 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, 23(2), 157–172. <https://doi.org/10.1080/03075079812331380364>
- Liebling, D. J., Kane, M., Grunde-McLaughlin, M., Lang, I. J., Venugopalan, S., & Brenner, M. P. (2025). Towards AI-assisted academic writing. *Proceedings of the 1st Workshop on AI and Scientific Discovery: Directions and Opportunities*, 31–45. <https://aclanthology.org/2025.aisd-main.4/>
- Miao, F., & Holmes, W. (2023). Guidance for generative AI in education and research. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000386693>
- Perkins, M. (2023). Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond. *Journal of University Teaching & Learning Practice*, 20(2), Article 7. <https://doi.org/10.53761/1.20.02.07>
- Qwen. (2026). Qwen Studio. Retrieved June 8, 2026, from <https://qwen.ai/>
- Salvagno, M., Taccone, F. S., & Gerli, A. G. (2023). Can artificial intelligence help for scientific writing? *Critical Care*, 27, Article 75. <https://doi.org/10.1186/s13054-023-04380-2>
- Yang, A., Li, A., Yang, B., Zhang, B., Hui, B., Zheng, B., Yu, B., Gao, C., Huang, C., Lv, C., Zheng, C., Liu, D., Zhou, F., Huang, F., Hu, F., Ge, H., Wei, H., Lin, H., Tang, J., ... Qiu, Z. (2025). Qwen3 technical report. arXiv. <https://arxiv.org/abs/2505.09388>
- Zuccon, G., Koopman, B., & Shaik, R. (2023). ChatGPT hallucinates when attributing answers. arXiv. <https://arxiv.org/abs/2309.09401>