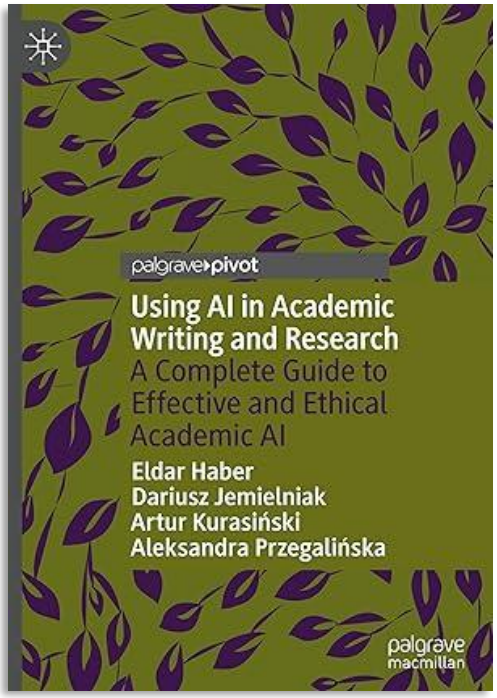
Book Review: Using AI in Academic Writing and Research: A Complete Guide to Effective and Ethical Academic AI

Reviewed by:

John Fisher, Utah Valley University

Francine Jensen, Utah Valley University

Authors: Eldar Haber, Dariusz Jemielniak, Artur Kurasiński, and Aleksandra Przegalińska



Citation: Haber, E., Jemielniak, D., Kurasiński, A., & Przegalińska, A. (2025). Using AI in Academic Writing and Research: A Complete Guide to Effective and Ethical Academic AI. Cham, Switzerland: Palgrave Macmillan (Springer Nature Switzerland AG). ISBN 978-3-031-91704-2 (Print), 978-3-031-91705-9 (eBook). 288 pp. US $54.99 (Amazon, hardcover).

Introduction and Context

In *Using AI in Academic Writing and Research*, Eldar Haber, Dariusz Jemielniak, Artur Kuraśiński, and Aleksandra Przegalińska present a timely, pragmatic exploration of how generative artificial intelligence (AI) is transforming research, writing, and publication. Situated at the intersection of technology, ethics, and higher education, the book aims to help academics understand how tools such as ChatGPT, Claude, Gemini, and Llama are reshaping scholarly communication, production, and institutional practice. The authors—each an established scholar in AI ethics, law, or digital society—combine their expertise to produce a guide that is practical, balanced, and accessible for a diverse academic audience.

Summary of Content

The book's ten chapters establish the conceptual foundations of generative AI before moving toward hands-on applications. The early chapters trace the evolution of artificial intelligence from symbolic reasoning to deep-learning models, explaining how generative AI creates text and images through probabilistic prediction and pattern recognition. Later chapters focus on research design, data analysis, academic writing, visualization, and publication workflows.

Chapters 4 through 8 contain the most actionable material, offering examples of AI-supported data cleaning, hypothesis generation, and presentation design. Chapter 9 addresses ethical and legal challenges such as authorship, privacy, and intellectual property, while Chapter 10 looks ahead to governance issues and the growing institutionalization of AI in academia.

Throughout, the authors emphasize that AI should function as a partner rather than a replacement for scholarly reasoning—encouraging transparency, accountability, and reflective engagement instead of uncritical adoption.

Analytical Evaluation

The primary strength of *Using AI in Academic Writing and Research* lies in its accessibility and pragmatic orientation. The authors succeed in making complex AI concepts—such as transformer architectures, deep learning, and reinforcement learning—understandable to non-technical readers. The integration of ethics, policy, and pedagogy provides a well-rounded perspective on AI's expanding role in academic life.

Nevertheless, the book remains practical rather than theoretical. Although the authors discuss "theoretical underpinnings," these are computational and algorithmic rather than philosophical. The work does not advance a formal theoretical model but draws instead on the logic of machine-learning theory and AI ethics. The most fitting characterization of its conceptual stance is technological constructivism—the idea that knowledge is co-created through human–machine interaction. This framework encourages innovation and critical reflection, even if it is articulated implicitly rather than developed as a formal theory.

Interdisciplinary Contribution

One of the book's most notable contributions is its cross-disciplinary reach. Designed for researchers, educators, administrators, and graduate students, it bridges the gap between technical understanding and academic application. Business and management scholars can apply its methods for AI-driven analytics, decision-making, and communication; educators can draw from its strategies for teaching digital literacy; and social science researchers will value its balanced treatment of ethics and governance.

Most examples arise from data-intensive disciplines, yet the ethical, organizational, and methodological principles are broadly transferable. The book effectively establishes AI competence as a baseline academic skill, paralleling the importance of information literacy and statistical reasoning.

Although *Using AI in Academic Writing and Research* lacks a single unifying theoretical model, its strength lies in transforming complex AI principles into practical guidance that scholars can confidently apply across fields. Through its technological-constructivist lens, AI is presented as a collaborator in meaning-making and innovation. This pragmatic approach broadens the book's relevance well beyond computer science, offering concrete applications for business analytics, organizational communication, and higher education. For readers in business disciplines, the text serves both as a primer on generative AI mechanics and as a roadmap for integrating ethical and efficient AI use into research and professional practice.

Conclusion

Using AI in Academic Writing and Research is a comprehensive and forward-looking contribution that combines technical clarity with ethical reflection. For scholars in business, management, and education, it provides a vital foundation for integrating AI responsibly into research, writing, and institutional decision-making. The authors remind readers that the future of knowledge creation depends on the synergy between human judgment and transparent collaboration with intelligent systems.

Reviewer's Note

This review was prepared with the assistance of OpenAI's GPT-5 language model, which supported document analysis, organization, and stylistic editing. All interpretive judgments and evaluations reflect the reviewers' independent analysis and verification of the book's content.

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QUARTERLY REVIEW OF BUSINESS DISCIPLINES

February 2026

Volume 12
Number 3 & 4

A JOURNAL OF INTERNATIONAL ACADEMY OF BUSINESS DISCIPLINES
SPONSORED BY UNIVERSITY OF NORTH FLORIDA
ISSN 2334-0169 (print)
ISSN 2329-5163 (online)