



Generative AI in Content and Academic Writing: Ethical Boundaries, International Guidelines, Frameworks and Principles

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The main aim of the study is to investigate content creation and academic writing with Generative Artificial Intelligence (GenAI). Also, the study is focused to explore the benefits and challenges that might occur while using AI to write academic content that must align with existing legal and ethical principles and guidelines provided by global organisations. The paper is conceptual and analytical that investigated ethical principles, offered guidelines and real-world problems that occur while using AI to create content. It involved detailed literature review of existing research work and available guidelines associated with ethical and responsible use of AI, performed to know about possible concerns related to the use of GenAI in writing and best ways to incorporate it in the work. The study revealed key concerns including inaccuracy, misleading information, unintentional biases, privacy, transparency, IPR compliance, fairness and others. It was noted that if the information has poor quality, false citations, hallucinated and biased data, all these carry a reader to lack of trust and authenticity issues. Apart from all the challenges and problems, the need to have human oversight was emphasized to maintain the accuracy and relevance of the content.

Keywords: Generative Artificial Intelligence, Content Creation, Academic Writing, AI Ethical Issues, AI Tools, COPE

1 Introduction

Academic writing represented a time taking and laborious process as the researchers had to rely purely on traditional methods of content creation, structuring, spending extensive sessions to brainstorm ideas, conducting manual literature search and involving in the cyclic process of drafting and revisions (Deep & Chen, 2025). This method of writing involves deep reading, critical analysis and original thought process (Eslami, Collins & Queen, 2026). But the introduction of large language models (LLMs) and Generative Artificial Intelligence (GenAI) has revolutionized the whole cycle. The fundamental transformation can be witnessed in scholarly writing and content creation. GenAI can be defined as a subset of artificial intelligence technologies, where text generation, analysis of complex information and real time feedback are important tasks done by the large language models (LLMs) (Muhsen & Khmas, 2025). Prominent tools such as ChatGPT, Google Bard and QuillBot are used to generate coherent content by scholars and students of diverse academic streams (Bittle & El-Gayar,

2025). This act calls for academic integrity, which can be defined as fundamental commitment towards honesty, trust, fairness and respect in the academic and scholarly work. Academic integrity is the key element of educational excellence and intellectual development (Muhsen & Khmas, 2025). This ensures original thinking and authentic learning that remains at the forefront of educational practices (Afifah, 2024). Hence, protecting academic integrity becomes crucial in the presence of AI and generative tools that create content and have the capacity to mimic human produced work that challenges originality of content and authenticity of authorship. Bittle and El-Gayar (2025) described the substantial risks of using GenAI to enhance educational content that includes plagiarism, unauthorized content generation and decline in cognitive thinking. The integration of AI in academic writing demands the implication of ethical and fundamental principles to support learning without compromising integrity in a scholarly setting.

The COVID-19 pandemic acted as a catalyst for quick adoption of artificial intelligence, as well as its development (Rosalina et al., 2025). The health crisis

during the pandemic has accelerated the transition to digital learning environments and created a need for urgent technological solutions to offer support in continuing remote and distance education. AI based tools assisted students and educators in writing and helped them navigate through the hurdles of online learning. This led to the wide acceptance and integration of AI based tools to support the academic ecosystem (Giray, 2024). There are pleasant reasons to utilize GenAI in academic writing and content generation, including improved writing structure using real time grammar correction and supportive feedback, enhanced idea generation, processing complex data and augment the thinking process of users (Rafi & Amjad, 2025). Students opt GenAI to get help particularly to overcome writer's block, get beneficial structure for writing, data analysis (Afifah, 2024). Andriyanti et al. (2025) noted that these tools help students who have English as a foreign language and improve language accuracy, enhance vocabulary and give structural organisation to the academic text.

However, all these situations have given rise to the Dunning-Kruger effect, where users of these tools have cognitive bias with limited knowledge in a specific area of study and develop false confidence in their abilities. This phenomenon becomes problematic as it leads users to believe that they possess great knowledge and expertise without genuine understanding of concepts (Giray, 2024). Giray (2024) also discussed that students have overconfidence and fall into the belief that they are exceptional writers by ignoring real limitations and knowledge gaps. GenAI is providing a level of efficiency and expansion that has not been attained previously. The main concern is the ethical issues while using AI for any of the purposes, which is simply automating the process, is rising each day. It also allows looking towards problems like discrimination, inaccurate and biased information, a lack of transparency and disputes over intellectual property. The huge amount of datasets, containing inclination or biases, are used to train AI models and due to the biasness, the results get skewed that leads to incorrect representation of different demographics and reinforce prejudices (Kenney, 2024). According to Tiwari (2024), maintaining trust requires transparency measures like identifying AI generated content. In order to ensure that the users can evaluate the authenticity of the text or the content they are using for their tasks, several organisations have begun to implement policies required to make clear disclosure of AI generated content (Kazaz, 2024).

With enormous potential to improve content and its development, AI generated content faces a few ethical issues. By using AI, the lack of accessibility can be resolved by allowing speech-to-text, automated translations and customized content recommendations. Moreover, AI offers formatting facilities, improvement in language format and checking for grammatical errors which surely allows human authors to focus more on other complex and creative tasks and narratives (Dastin, 2018). The use of AI must be done responsibly and that calls for the establishment of strong and clear ethical standards to achieve balance between accountability and creativity. AI is a technology that helps and offers promising advantages but it also has some dark side that may lead to loss of creativity and overdependence on the technology. There are a few questions that formed this study, as follows:

1. What should be done to make use of GenAI with responsibility?
2. What are the challenges to use GenAI in academic content writing?
3. How to avoid any ethical pitfalls while using GenAI for the purpose?
4. What effects could be noticed on cognitive thinking, if using GenAI in a routine?

2 Literature Review

The organisations, researchers and governing bodies are constantly discussing the ethical use of artificial intelligence in the area of content and academic writing. There are several studies available that have been highlighting the potential risks, focusing on the need of human oversight, benefits related to AI generated content and regulatory standards to guide ethical AI implementation. Research papers and guidelines from various organisations were reviewed for better and deeper understanding.

AI swiftly evolved into a great tool and is being used in various academic domains. It enables significant and positive change in research efficiency and writing quality. This technology became sophisticated after the advent of LLMs (Large Language Models) for example GPT-4 and Gemini (Aljaidi et al., 2024; Maity, Deroy & Sarkar, 2025). Six main domains were identified which are growing with the help of AI i.e., idea generation, content development, literature review, editing, data analysis and content structuring (Khalifa & Albadawy, 2024). AI tools help authors to draft texts, enhance language

and manage the content (Chetwynd, 2024). Afifah (2024) described that AI tools could be relied on to generate ideas, edit, proofread text, etc. However, authors must control, maintain and follow ethical standards to use AI. The use of AI-assisted writing tools offer potential to explore creative opportunities but appear with ethical challenges. It was recommended to have compulsory scrutiny of the content and use the AI tool to get support or assistance in the work (Akhila, 2025).

LLMs could hallucinate and present false references, related to generated content, raise challenges and inaccuracy, leading to decreased reliability (Crawford et al., 2023; Cooperman & Brandão, 2024; AlSamhori & Alnaimat, 2024; Dinçer, 2024). One of the really persistent issues revolving around the content generated using generative AI, include its impact on IPR and risks of plagiarism. Authors argued about lack of creative intent and emphasized about the need for proper credit and citation practices while using AI to create content (Alhosani & Alhashmi, 2024). Researchers shouted out concerns related to inherent biasness in AI systems, citing cases that had protected gender, racial or cultural stereotypes. Similarly, it mentioned about the requirement for careful review and authentication of AI generated material before the manuscript was published (Dastin, 2018). AI tools had the capabilities to generate and automate contents and shift the responsibilities on users to actively check for facts and biased or misinformation (Lueng et al., 2023). This correlated to the importance of human oversight towards transparent disclosure of AI use in work to keep the trust and accountability (Crawford et al., 2023; Lingard, 2023; Dinçer, 2024; Cooper et al., 2024).

AI generated news inclined to topic selection as well as framing was examined (Fang, et al., 2023). To resolve this issue, experts had advocated for integrating ethical frameworks into the process of content development by encouraging critical AI literacy and the development of habits to get AI assistance while writing (Ros & Samuel, 2024). The prominence of lawful and fair publication practices, advocating for transparency and integrity was required in the AI generated content. The COPE (Committee on Publication Ethics) guidelines suggested that content developed using AI should be clearly identified to prevent ethical concerns related to authorship and originality (Hosseini et al., 2025; Leung et al., 2023). Policies were analysed by

authors, related to AI in U.S. universities and highlighted the focus on academic integrity and AI literacy education (Oh & Sanfilippo, 2025). Few key principles for responsible use of AI were described and emphasized the need of human oversight and the enhancement of research and knowledge accessibility was stressed (Ibrahim, 2025). Likewise, responsible data usage, transparency and accountability were fundamental components of ethical AI applications. It was also emphasized that AI generated content should support human intelligence but not replace it (Chesterman et al., 2024). The need for transparency was highlighted by researchers while using AI tools to establish fundamental rules for scholarly integrity (Nature, 2023).

Kenney (2024) and Peters (2024) identified several instances that recorded about the AI-generated content which had disparities as per gender, culture and concerns in academic writing and dissemination. The fairness and the inclusivity in their guidelines were the key principles. It also advocated the constant supervision of AI models to decrease biased output (Hagendorff, 2020; Akbarighatar 2024). Researchers mentioned that sometimes it was possible that AI models may generate biased data and incorrect information, which was addressed as AI hallucination (Chelli et al., 2024; Ozer, 2024). The author recommended robust verification frameworks to ensure the accuracy and authenticity of the AI-generated content. These guidelines stressed the importance of human involvement to safeguard the spread of misinformation (Jacob, 2025). On a wider policy level, Khan (2024) presented visions that advocated inclusive AI policy-making, focusing human rights, equity at its centre. Also, it was enquired whether AI applications could be truly responsible without any systematic alterations in the technologies to develop and deploy (Gupta, 2024).

Transparency in AI usage to create content was another ethical factor. Tiwari (2024) mentioned the prominence of disclosure that the AI was being used to generate content and its development. Publishing platforms had started to label the text to follow the policies and it allows users to verify the authenticity of the text as well. The responsible AI frameworks ensured that AI does not cause harm to individuals or communities. The AI applications in academic and content writing should prioritize user trust, informed decision-making. Adherence to ethical AI principles was advocated (Narayan & Chandrasekhar, 2023). It was also emphasized that AI-driven financial and

business content must adhere to transparency principles, ensuring that users understand the role AI plays in content generation (Kazaz, 2024). For example, in Medical writing, the generative AI worked wonderfully but had challenges as well. Hence, ICMJE (International Committee of Medical Journal Editors) gave guidelines to use the AI responsibly (Fakharifar et al., 2025). Resnik and Hosseini (2025) suggested that the use of AI must be disclosed if the content, image or data was AI generated or in its analysis and when the decisions made using AI had affected the research results.

One of the most debated issues in AI-generated content and academic material, was intellectual property rights (IPR). It was declared by the author that legal complexities surrounding AI-generated works, particularly in determining whether AI-generated content should be attributed to developers, users, or remain in the public domain (Toscani, 2024). Another one discussed copyright infringement risks, noting that AI-generated content might unknowingly replicate existing copyrighted materials (Kazaz, 2024). Hagedorff (2020) recommended clear legal frameworks to address ownership rights and fair use policies in AI-driven content creation and development. The ethical considerations in AI-assisted academic publishing were emphasized and it urged institutions to establish clear guidelines on authorship and intellectual property management (Kocak, 2024). The risk of privacy breach and unlawful use of data in commercial AI systems, underscored the need for a strong regulatory mechanism (Rajappa, 2024). The importance of clear acknowledgement practices were required to avoid unintentional plagiarism and misrepresentation (Moxley, 2024).

van Niekerk, Delpont and Sutherland (2025) examined the use of Generative AI tools like ChatGPT to find its effects on the student’s academic writing skills and it was clear with the results that the need of human intervention had decreased the intention of users to over-rely on AI. Education could foster use of AI in academic writings. The conceptual framework was designed to support AI governance (Papagiannidis, Mikalef & Conboy, 2025). AI tools could also be used in scientific writing to support non-English speaking researchers but the major concern revolves around incomplete and inaccurate information (Hamoda et al., 2025). A human-centric approach was advocated but emphasized the implementation of AI methods focusing on ethics,

model explainability, security, trust and privacy (Gollner, Tropmann-Frick & Brumen, 2023). An Artificial Intelligence Utilisation Scale (AIUS) Framework was proposed to have structured guidelines to evaluate the use of AI and its disclosure in the work. This framework was given after studying students and faculty members of University of Bulacan (Santos, San Andres & Piad, 2025).

3 Methodology

The study uses a comprehensive review of literature approach including peer-reviewed research, white papers and ethical guidelines from different organisations. The organisations entail COPE (Committee on Publication Ethics), Google AI, OECD (Organisation for Economic Co-operation and Development), NITI Ayog and UNESCO. Research papers are collected from databases such as Emerald, Taylor and Francis, Google Scholar and Elsevier. The collected research papers are limited to English language, published between the years 2018 to 2026. The full text and open access papers were chosen for the purpose to ensure a balanced perspective on ethics that focuses the use of AI in the content and academic writing. The key areas of analysis (Table 1) include:

4 Ethical Guidelines Provided by Leading Organisations

Many organisations are there who came up with ethical standards for the responsible use of artificial intelligence in the content creation. These frameworks ensure the establishment of transparency, fairness, accountability and obedience with legal and professional standards. A few of these frameworks and guidelines are as follows:

Committee on Publication Ethics (COPE) (2014, 2019): COPE has recommended the principles of integrity,

Table 1 — Key areas of analysis

Theme	Scope of Analysis
Bias & Fairness	Algorithmic discrimination, stereotype propagation, and mitigation strategies
Transparency & Disclosure	Attribution standards, AI-use labelling, and accountability mechanisms
IP Rights & Plagiarism	Copyright ambiguity, ownership disputes, and citation ethics for AI-generated content
AI Hallucinations	Fact fabrication, misleading citations, and human oversight requirements
Governance Frameworks	Policy guidelines (e.g., fairness audits, compliance mechanisms)

Source: Authors

accountability and transparency in academic and educational publications. The principles say that the content generated using AI has to be identified clearly so that the content could be safeguarded from being misled about the authorship (COPE, 2014, 2019). Ethical consideration related to responsible AI usage, plagiarism and acknowledgement is especially important if the content is generated in academic and research settings (COPE, 2019). COPE has given the rules that help to avoid ethical violations by disclosing the contribution of artificial intelligence. Also, it discusses the importance of human intervention and oversight to prevent any undermining research ethics where the AI is used in an academic setting (COPE, 2014).

Google AI Principles (2017): The Google AI Principles define the fundamental values as fairness, accountability, and privacy. These values are essential while using AI for content development. The AI models trained on unauthentic or unrepresentative datasets have the abilities to propagate harmful stereotypes and decrease the biasness (Google AI, 2017). Google underlines the need for clarity in order to maintain the interpretability and transparency in content generated by AI as the biased point of view and misleading information may cause major repercussions, which is especially important while dealing with the academic, scholarly and scientific work. Google's approach aligns with broader efforts to create ethical AI tools that empower users and maintain ethical standards in the development of automated content (Google AI, 2017).

NITI Aayog's Responsible AI Guidelines (2021): NITI Aayog of India provided an AI governance standard that emphasizes fairness, inclusion, and harm prevention in AI research and implementation of AI. Either in governance, education or the content creation, the ethical and responsible use of AI & its fundamental principles promotes policies that focus humans. In the first place the spread of false information or discriminatory biases must be prevented which is also supported by transparency and data protection (NITI Aayog, 2021).

UNESCO AI Ethics Recommendations (2021): This framework requires the creation of ethical AI on the basis of equality, human rights, and environmental sustainability. It emphasizes clear algorithmic decision making, human oversight, transparency, fairness, accountability and sustainability. It is

necessary to respect human dignity and their fundamental rights, and must not reinforce biases. Promoting AI for social good is equally essential however the transparency in design and use should be focused. The accountability is required to be set for the misuse of AI whether its users, institutions or publishers.

EBSCO Information Services' Responsible AI Principles (2023): Comprehensive guidelines for the ethical integration of AI in publishing, digital libraries, and academic research are offered by EBSCO Information Services. This emphasizes how crucial it is to protect intellectual property, prevent false information, and maintain academic integrity while creating content with AI assistance. EBSCO supports open AI applications with respect to copyright regulations and recognizes AI contributions in research outputs, given the increasing relevance of AI in digital scholarship (EBSCO, 2023). These rules are in accordance with more general guidelines or standards, guaranteeing that educational content created by AI stays unbiased, and accurate.

HSBC's Ethical AI Framework (2024): A planned ethical AI structure emphasizing the integrity, prevention of biasness and responsible data utilisation is required. This framework emphasized human oversight and informed decision making for suitable AI-driven content creation. It is equally necessary to have morally good AI usage with human judgment where it should be supported by the AI but not to replace it. This framework has recommended and challenged unrestricted AI automation, especially in the creation of academic content where inaccurate or biased information can have significant repercussions. It is possible to make sure that the AI generated content promotes impartial information and obeys ethical publication norms.

USAID AI Ethics Guide (n.d.): USAID's AI ethics framework highlights transparency, human supervision, and respect to human rights norms that are crucial when adopting AI (USAID, n.d.). These rules are especially relevant to AI-generated material in digital publishing and content development, where there is a serious risk of disinformation or exploitation. In order to prevent AI from amplifying prejudices or misleading vulnerable groups, USAID promotes the responsible design of AI-driven content. USAID wants to improve the accuracy of AI-

generated data while encouraging digital inclusion and fair access to AI technology by establishing safeguards and ethical review processes.

Collectively, the importance and need of utilizing AI while generating academic content with responsibility is highlighted in these guidelines. This also helps to make sure a responsible commitment towards the ethical standards, user privacy protections, and high standards of fairness and integrity. The above frameworks advocate placing a high value on transparency and integrity that back the idea, which says that AI should support human creativity and decision-making rather than replace it. These ethical standards are essential to follow, encouraging reliability, honesty, and accountability in AI-generated content. It also promotes AI to become more integrated into academic publishing and content creation.

5 Acceptable use of AI

AI has the potential to change and enhance the area of writing by offering tools to improve it. The areas can be defined as follows (AlSamhori & Alnaimat, 2024):

Grammar checking: It is very obvious to know that all those who are involved in writing and academics, might not have good command on their knowledge of language and grammar. Grammar checking AI applications like Grammarly helps them to refine their content and make it grammatically correct.

Data analysis and its interpretation: AI tools are being used by many to analyse massive amounts of data and trends. People also use AI to produce insights and interpretation, which is a hard job to do.

Plagiarism detection: The authenticity and originality of any study is ensured using some plagiarism checking tools. AI based plagiarism tools help users in a similar manner to compare the work with a huge number of previously published records, saved in databases.

6 Implications

Enhancing creativity and productivity: Creators of content may optimize their process of creation through AI-powered tools like automated design platforms, generative AI models, and natural language processing (NLP). With assisting the creativity, writing, editing, and formatting, artificial intelligence

(AI) reduces the time spent on the work that allows concentrating on more intricate creative elements (EBSCOpost, 2023; Google AI, 2017). Businesses, authors, and designers can produce high-quality material quickly while maintaining accuracy and consistency with the help of content automation solutions (Mannheimer et al., 2024).

Personalization and audience engagement: AI can actively be used to transform the content in a personalized manner as per the preference of the individual. AI-driven recommendation systems analyze user behaviour to deliver more customized content and enhance audience engagement. This capability of an AI system is particularly valuable in digital marketing, e-learning, and entertainment, where AI curates articles, videos, and advertisements based on user interests (NITI Aayog, 2021; Okwu *et al.*, 2024; Narayan & Chandrasekhar, 2023). Personalized content delivery improves user experience, increases content relevance, and fosters deeper engagement with digital platforms (Chesterman *et al.*, 2024; HSBC, 2024).

Breaking language barriers and improving accessibility: AI-driven translation and transcription tools can make content more accessible to diverse audiences. Speech-to-text and text-to-speech technologies assist individuals with disabilities, ensuring inclusivity in content consumption (Kenney, 2024; MIT Sloan, 2024). AI-driven language models facilitate multilingual content generation, enabling businesses and educators to reach global audiences with ease. By democratizing content access, AI fosters greater inclusivity and cross-cultural communication (Shah *et al.*, 2021).

Supporting research and knowledge expansion: AI enhances research efficiency by assisting with literature reviews, summarization, and data analysis. AI-powered search engines provide instant access to vast amounts of information, accelerating the research process. In academic and corporate settings, AI helps generate insights from complex datasets, supporting data-driven decision-making (Balalle & Pannilage, 2025; Borger *et al.*, 2023). These advancements contribute to knowledge expansion and facilitate the development of innovative ideas (Dastin, 2018; World Economic Forum, 2019).

Boosting content marketing: AI-driven marketing tools optimize content strategies by analyzing consumer

behaviour and predicting trends. Automated content generation enhances social media campaigns, email marketing, and brand storytelling (Insights Desk, 2023; Tiwari, 2024). AI-powered chatbots and virtual assistants enhance customer interactions by providing real-time, personalized responses (Chesterman et al., 2024; Uddagiri & Isunuri, 2024). These technologies make brand value, data-driven content that resonates with their target audience.

Facilitating efficient content curation and management: AI simplifies content curation by aggregating relevant articles, research papers, and multimedia assets from diverse sources. AI-driven content management systems help organizations organize, categorize, and repurpose content effectively (COPE, 2014; Online Clock, n.d.). Automated tagging and metadata generation improve searchability, ensuring that digital content remains well-structured and easily accessible (Toscani, 2024).

Optimizing video and image generation: AI-powered video and image generation tools streamline multimedia content creation and development. AI-assisted video editing software automates complex editing tasks, enhancing video production efficiency (Carpenter, 2024; Jeff, 2024). AI-generated visuals and animations assist designers in creating compelling graphics for marketing campaigns, educational materials, and digital storytelling (Simonite, 2018). These tools empower creators to produce high-quality visual content with minimal effort.

Driving innovation in e-learning and online education: AI-powered educational platforms personalize learning experiences by adapting content based on student progress and learning styles. AI tutors provide real-time feedback, enhancing student engagement and comprehension (Hagège, 2023; Şercan & Voicu, 2022). Automated content creation and development tools assist educators in developing interactive learning materials, quizzes, and assessments (Oladokun et al., 2024). These advancements contribute to more effective and scalable online education solutions (Peters, 2024).

7 Challenges

Bias and discrimination: If the data used to train the AI model is biased, the AI-generated content would be biased clearly. As the AI models use huge

amounts of datasets, sometimes it may reflect societal prejudices related to gender, culture, region and political connections. Due to the same reason, AI systems can strengthen biases that could lead to the discriminatory content generation. It also highlights the cases where AI generated content presents the biases to a gender and racial inclination in the process of hiring the staff, media sector and digital marketing (Kenney, 2024; Peters, 2024). Ongoing efforts are needed to address such bias to broaden the training datasets by applying fair algorithms and constant monitoring to look for the replacement of biased datasets with more accurate datasets.

Misinformation and AI hallucinations: AI driven false information is a real problem especially in the fields like reporting, academia and policy making. The real and factual data is required in the picture (MIT Sloan, 2024). The term AI hallucination refers to the situation where the AI generates misleading content or completely false information. If the information is false and generated using AI to spread into the public, it has the potential to shape false public opinion, spread propaganda, and erode trust in digital media. In order to decrease and completely remove the risks, AI-generated content must be passed through deep and clear verification, fact-checking against credible sources, and constant human oversight is required (Okwu et al., 2024).

Lack of transparency and accountability: It is challenging to keep the AI generated content transparent. Several AI driven systems operate as the mystery portal that makes it difficult to understand the process of decision-making. This lack of explanation of the process again increases the difficulty to find the errors, biases and unethical practices in AI generated content. It is also emphasized to mention about the AI generated content so that users are aware of AI involvement in the process of content creation and their development (Tiwari, 2024; Online Clock, n.d.). If the policies are clearly declared and mentioned, AI would not deceive the users and would not lead to manipulate public perception, or create deepfake content, which poses ethical and security risks.

Intellectual property and copyright issues: The legal landscape surrounding AI-generated content is still evolving, raising significant concerns about intellectual property rights. The doubt in the

ownership of content produced by AI questions the true owner (Toscani, 2024). It is also discussed the risks of copyright infringement, where the AI trained models unintentionally generates material which is near to the existing work. This has the potential to lead to legal disputes and ethical concerns about the authenticity of the text (Kazaz, 2024). Rule-making and regulatory bodies are required to establish clear standards to address the copyright issues to ensure the ethical submission in AI-generated content.

Data privacy and security concerns: Large datasets are used to train the AI model for the content generation that may process sensitive and personal information. This raises concerns about data privacy, security breaches, and unauthorized data usage. It is stressed to have the need for responsible data handling and observance of global data protection laws such as General Data Protection Regulation (GDPR) and the California Consumer Privacy Act (CCPA) (HSBC, 2024). Unauthorized AI-driven data collection can result in breaches of confidentiality, identity theft, and misuse of personal information. Organizations should focus on implementing the strict security protocols, hide user data, and ensure that AI-generated content does not compromise user privacy at any cost (Hagège, 2023).

Human oversight and ethical responsibility: Without human involvement and supervision, it is very much possible to move on the path of inaccuracies while using AI for the content generation and academic writing as it becomes necessary to have human oversight to ensure alignment with ethical standards. AI-generated content may lack critical thinking, contextual understanding, and cultural sensitivity, leading to unintended consequences if the human intervention is missing (Borger et al., 2023 and USAID, n.d.). Also, human experts are responsible for writing, reviewing and editing academic and other kinds of content as the AI should be seen as a collaborative tool rather than an independent content creator (Kocak, 2024).

Ethical considerations in AI-generated media: AI has entered all the streams and fields of knowledge and hence surfacing with ethical challenges of deep-fakes and synthetic media. These technologies can be used to create misleading or manipulated content, leading to reputational damage, fraud, and ethical violations. We are warned about the potential misuse, deceptive media, and other possible threats. It also emphasizes

the need for ethical AI development principles (Google AI, 2017). Organizations are in need to establish strict rules and policies to safeguard AI-generated content from being used for malicious purposes. In a similar way, it is also demanded to have detection tools to identify manipulated media.

8 Avoidance of Unethical Practices

Do not use AI to plagiarize: AI should not be used to generate content that violates copyright laws or mimics existing work without proper attribution. Plagiarism, whether intentional or unintentional, damages credibility and can lead to legal consequences (Toscani, 2024; Kazaz, 2024). AI-generated content must be reviewed to ensure originality and compliance with intellectual property rights (Proofig, 2023).

Do not mislead audiences: Using AI to create content that intentionally deceives or misrepresents information is unethical. AI-generated articles, images, or videos should not be used to fabricate news, deep-fake identities, or manipulate audiences (MIT Sloan, 2024; Carpenter, 2024). Ethical AI use requires transparency and a commitment to providing accurate and honest information (Insights Desk, 2023).

Do not depend entirely on AI for research: AI lacks the ability to critically analyse information the way humans do. Relying solely on AI-generated content without human review can result in the spread of inaccuracies or misinformation (Borger et al., 2023; Mannheim et al., 2024). AI should be used as a supplementary tool for research, with human oversight ensuring logical consistency and validity (Paperpal, 2023).

Do not ignore bias in AI outputs: AI tools can inherit and amplify biases present in the training data. Content creators and academicians must critically assess AI-generated content to detect and address biases related to gender, race, ethnicity, and cultural stereotypes (Kenney, 2024; Peters, 2024; Simonite, 2018). Ignoring these biases can lead to discriminatory content that reinforces harmful narratives (Dastin, 2018; OECD, 2024).

Do not violate data privacy regulations: AI-generated content should not be created using unauthorized personal data. Organizations must ensure that AI tools comply with global data privacy laws and that user

consent is obtained when required. Violating data privacy regulations can result in legal repercussions and ethical concerns regarding surveillance and data misuse (USAID, n.d.; NITI Aayog, 2021).

Do not use AI to generate harmful content: AI-generated content should not be used for illegal, offensive, or harmful purposes. Hate speech, misinformation, violent material, and other unethical AI applications must be actively prevented (EBSCOpost, 2023; Tiwari, 2024). Content creators must implement safeguards that restrict AI from producing harmful or misleading content (World Economic Forum, 2019).

Do not over-rely on AI in decision-making: AI can assist in content generation, but final decision-making should remain in human hands. Over-reliance on AI can lead to ethical dilemmas, particularly when AI-generated recommendations are accepted without critical analysis (Alhosani & Alhashmi, 2024; Shah et al., 2021). Human judgment should always guide AI applications, ensuring ethical and socially responsible content creation and development (Google AI, 2017; Paperpal, 2023).

9 Adverse Impact on Cognitive Thinking

Excessive dependence on AI tools: It is witnessed that the use of AI tools has increased to create content, solve problems or even for text summarization. It leads to a reduction in the use of the cognitive brain that is required for critical thinking independently or to solve any problem (COPE, 2022; USAID, n.d.).

Decreased involvement in analysis: The content generated using AI tools looks polished and genuine whereas several times the content is not factually correct. The illusion of polished content does not allow users to double check the facts, go for deeper evaluation of the content or question the response (Hagège, 2023).

Shortcuts are easy: The speed at which the AI tool works is unmatched which seriously encourages the users to prefer the use of tools and take shortcuts instead of thinking critically over the topic. This habit to take shortcuts may erode intellectual precision (NITI Aayog, 2021).

Lack of ethical logic: When the user is using an AI tool to finish his task, they miss the ethical and moral logic. AI processes huge data easily but does not

bother about the ethical complications. It requires human judgement to understand that (Hagège, 2023).

Turn into passive learner: The user feels easy to give a problem to the AI tool and it comes with the desired solution but it turns them into passive learners. They lose their critical thinking and lack academic integrity (COPE, 2022).

10 Best Practices while using GenAI

AI literacy: Fostering AI literacy among students, enabling them to use AI tools critically and responsibly (Li et al., 2025). This includes understanding the capabilities and limitations of AI, as well as the ethical implications of its use. AI literacy encompasses knowledge, awareness, skills, and competencies related to AI, which are essential for navigating an AI-driven world (Pinski & Benlian, 2024).

Clearly disclose AI involvement: Transparency is crucial in AI-generated content. Organizations and individuals must disclose when AI tools are used in content creation and academic writing to ensure that audiences are aware of its involvement (Carpenter, 2024; COPE, 2014; Chelli et al., 2024). Whether in academia, journalism, or corporate reports, explicit labeling of AI-generated material fosters trust and accountability (Insights Desk, 2023; World Economic Forum, 2019).

Use AI as a supportive tool: AI should serve as an augmentation of human creativity rather than a replacement for it (Borger et al., 2023). Human oversight is necessary to ensure that AI-generated content maintains originality and aligns with ethical standards (Mannheimer et al., 2024). AI should be leveraged for automating repetitive tasks, assisting in research, and enhancing productivity, while humans provide critical thinking and contextual understanding (EBSCOpost, 2023).

Fact check AI-generated information: AI-generated outputs should never be accepted at face value. These tools are prone to hallucinations and misinformation due to limitations in training data and algorithmic predictions (MIT Sloan, 2024; Kenney, 2024; Xu, 2025). Cross-verification with academic sources or expert input ensures content accuracy. Cross-checking AI-generated information with reliable sources, academic research, or expert opinions ensures

accuracy and credibility. Fact-checking is especially critical in sensitive areas like journalism, academia, and legal documentation (Shah et al., 2021).

Ensure Compliance with Copyright Laws: AI should not be used to infringe on intellectual property rights. Users must verify that AI-generated content does not replicate existing copyrighted material without proper attribution (Kazaz, 2024; Toscani, 2024; Jeff, 2024). Organizations should implement policies that guide AI tools to generate original work and respect licensing agreements to prevent plagiarism or unauthorized use of copyrighted content (COPE, 2019; Poofig, 2023; Hosseini et al., 2025).

Monitor and mitigate AI bias: AI-generated content can reinforce existing biases in language, representation, and decision-making. Implementing diverse and inclusive training datasets, conducting bias assessments, and applying ethical AI filters help mitigate bias and promote fairness in content creation and academic writing (Simonite, 2018; Peters, 2024; Dastin, 2018). Content creators and users should continuously audit AI-generated outputs to identify and correct discriminatory patterns (USAID, n.d.; OECD, 2024).

Safeguard user data and privacy: With AI systems processing large datasets, user privacy must be protected through ethical data management practices and adherence to data laws like GDPR (General Data Protection Regulation) and CCPA (California Consumer Privacy Act), ensuring that AI-driven content creation and development does not compromise user confidentiality (HSBC, 2024; NITI Aayog, 2021; World Economic Forum, 2019). Transparent policies regarding data collection, processing, and storage should be established to protect users' rights (Google AI, 2017).

Encourage ethical AI usage in education: Educators should foster AI literacy and responsible usage among students and researchers (Balalle & Pannilage, 2025; Şercan & Voicu, 2022). Educators should train students and researchers on the ethical implications of AI-generated content, emphasizing responsible AI usage, critical evaluation of AI outputs, and adherence to ethical guidelines. Encouraging responsible AI use ensures that future professionals understand how to ethically integrate AI tools into their work (Mannheimer et al., 2024).

11. Conclusion

Use of AI in the content creation and academic writing processes require ethical governance, transparency, authenticity and bias mitigation. AI has the immense potential to enhance creativity, efficiency and accessibility but it is necessary to use and handle it responsibly to prevent bias, misinformation, and copyright infringement (Paperpal, 2023; Mannheimer et al., 2024). It is the need of the hour that the organisations should make policies to get the implementation of responsible use of AI by offering clear guidelines and legal laws. Another important point that should be addressed is that users must remain informed about AI-generated content. By ensuring the proper implementation of responsible AI, a society can leverage the full potential of AI and also maintain ethical integrity and trust (Borger et al., 2023). Additionally, human oversight is essential to have the best use of AI in content writing. Keeping in mind that the AI is just a tool to help and support the user, it must only support and improve human creativity but must not act as a replacement. Content creators must actively cross check and oversee AI-generated material by ensuring accuracy, originality, and ethical compliance (MIT Sloan, 2024; Ozer, 2024).

The standard and legal framework must be evolved together with the growth and advancement of AI. IPR and content ownership need clearer definitions to safeguard both human authors as well as AI developers (Toscani, 2024; Kazaz, 2024). It is also required that government and law making bodies should come together with leaders of organisations to create fair and applicable policies and standards. Another key concern is the societal impact of AI, where the job displacements in the creative sectors are increasing with growth of the system. It is necessary to place a balance with opportunities for human creativity and jobs (Alhosani & Alhashmi, 2024). AI should boost creativity while ensuring human expertise leads the process.

In the end, it is seriously important to educate the general users, organisations and content developers about the ethical use of AI. If the person is aware about the fact of AI biases, potential risk of misinformation and facts of IPR, it would become easy for them to make better and more accurate decisions. Responsible creativity could be encouraged by offering ethical and AI literacy and related training sessions to the users (Taylor et al., 2025). Strong

governance, open practices, and regular human oversight may make AI a constructive tool that could help create content and promote equity, accountability, and originality. AI literacy education must be focused to enhance academic integrity (Oh & Sanfilippo, 2025).

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