



Received: 14th January 2026

Accepted: 24th April 2026

journal.iaiea.org

THE OWNERSHIP OF AI-ASSISTED KNOWLEDGE: NEGOTIATING AUTHORSHIP AND INTELLECTUAL PROPERTY IN ACADEMIA

Olufemi Stephen Idowu*

Department of English Education, Lagos State University of Education,
Noforija-Epe Campus, Lagos State, Nigeria.

Abstract

The rapid integration of generative artificial intelligence (AI) in higher education has raised urgent questions about authorship, intellectual property (IP), and academic integrity. This study examines the ownership of AI-assisted knowledge in academia, with particular focus on language and literature disciplines. Employing a qualitative, document-based approach, the research analyses scholarly literature, institutional AI policies, and copyright/legal frameworks from the United States, international bodies (WIPO and UNESCO), and African contexts. Findings reveal that AI's engagement as both tool and co-creator can destabilise traditional human-centred notions of authorship, creating tensions between machine assistance, human creativity, and academic responsibility. While AI has the potential to enhance learning and research productivity, ownership and accountability must remain with human intellectual agents who control, interpret, and transform AI outputs. The study proposes a framework grounded in transparency, human-centred authorship, discipline-specific guidelines, and institutional alignment with legal and ethical norms to safeguard creativity, cultural ownership, and pedagogical integrity. This framework provides actionable guidance for universities, students, and lecturers navigating AI-assisted academic practices, balancing innovation with ethical and scholarly rigour.

Keywords: Artificial Intelligence (AI), higher Education, ownership, intellectual property, language and literature: human-centred authorship

To cite this article:

Idowu, O. (2026). The Ownership of AI-Assisted Knowledge: Negotiating Authorship and Intellectual Property in Academia. *Journal of Innovation in Educational Assessment*, 8(1), 86-99. <https://doi.org/10.66545/gskgt823>

* Corresponding author:

Department of English Education, Lagos State University of Education,
Noforija-Epe Campus, Lagos State, Nigeria. Email: idowuos@lasued.edu.ng

Introduction

The rapid diffusion of generative artificial intelligence (AI) tools such as ChatGPT, Jasper, and Bard across higher education has transformed how students and lecturers engage with knowledge production. Traditionally, authorship in academia has been anchored in human creativity, originality, and intentional intellectual labour. In humanities disciplines, particularly language and literature, human-centred authorship is central, underpinning critical interpretation, creative writing, and the expression of cultural knowledge. AI, capable of drafting essays, summarising texts, translating languages, and even generating poetry or literary commentary, challenges these established norms. Reports indicate that AI adoption among students and faculty is increasing globally, raising complex implications for academic integrity, research supervision, and the production of original knowledge.

These developments foreground urgent questions: when AI co-produces academic work, who owns the resulting knowledge? Does authorship remain with the human agent who directs and interprets AI output, or is it shared, diluted, or entirely redefined? These questions are particularly pressing in disciplines where creativity, cultural ownership, and disciplinary identity are essential. For instance, AI-generated translations of indigenous or minority languages may appropriate cultural knowledge without due recognition, while AI-produced poetry or literary criticism blurs the line between human creativity and machine assistance. Although much of the discourse emphasises US copyright law, there is a pressing need to examine these dynamics in African and Nigerian higher education contexts.

The stakes are significant for both students and lecturers. For students, AI can serve as a learning assistant, improving writing, translation, and analysis, but its misuse risks plagiarism, compromised originality, and erosion of critical thinking. Lecturers face similar tensions: AI can streamline lecture preparation, research, and course materials, yet it complicates authorship, accountability, and intellectual property claims. These challenges are magnified in language and literature, where interpretive skill, creativity, and cultural context are integral to scholarly practice.

This paper argues that AI-assisted knowledge production destabilises traditional notions of authorship, but ownership and responsibility must remain with human intellectual agents. It proposes a framework grounded in transparency, human-centred authorship, discipline-specific policies, and institutional alignment with legal and ethical standards. The study focuses on tertiary institutions, with particular attention to students and lecturers in language and literature disciplines. It is guided by three research questions:

1. How does AI complicate traditional concepts of authorship in academia?
2. Who owns knowledge co-produced by students, lecturers, and AI systems?
3. What frameworks can ensure academic integrity and intellectual property rights in

language and literature disciplines?

By drawing on scholarly literature, institutional policies, and international legal frameworks, this paper positions AI as an assistive tool subordinate to human intellectual agency. In so doing, it maintains accountability, preserves creativity and cultural ownership, and provides practical guidance for universities navigating AI-assisted academic practices. The paper proceeds as follows: the literature review examines authorship, IP, and AI in higher education; the methodology outlines the document-based approach; the discussion critically analyses implications for students, lecturers, and language and literature; and the framework section proposes actionable guidelines for responsible AI use in academia.

The emergence of generative artificial intelligence (AI) in higher education has prompted a critical reassessment of traditional notions of authorship and intellectual property (IP). Academic authorship has historically been grounded in human creativity, intentionality, and originality, particularly in the humanities. In disciplines such as language and literature, authorship extends beyond textual production to the articulation of interpretive identity, critical voice, and cultural insight (Foucault, 1969; Pimple, 2012). Producing original knowledge requires ethical engagement, methodological rigour, and interpretive creativity, which form the basis for evaluating students' essays, theses, and academic publications (Shahen, 2012; Hou et al., 2022). Tools like Turnitin and other originality-check software are commonly used to safeguard academic integrity and reinforce the human-centred model of authorship.

Generative AI complicates these established norms. Tools such as ChatGPT, Jasper, and Bard can produce essays, literary analyses, translations, and creative writing that mimic human originality yet lack intentionality and cognitive labour (Fritz, 2025). This introduces an authorship paradox: should originality be judged by the final product or by the intellectual labour invested in creating it? While AI outputs may satisfy formal originality checks, they lack moral and ethical accountability, raising concerns about academic integrity (Shabeen, 2021; Chesterman, 2025). In language and literature, where interpretive skill, creative writing, and translation are culturally situated acts, these challenges are particularly acute. For example, AI-generated translations of indigenous texts may appropriate cultural knowledge without recognition, while AI-assisted literary criticism could mechanise interpretive acts historically reserved for human engagement.

Intellectual property frameworks add another layer of complexity. Current US copyright law stipulates that works produced solely by AI are not copyrightable, whereas AI-assisted works may qualify if substantial human input is evident (U.S. Copyright Office, 2023). International standards, including WIPO and UNESCO guidelines, emphasise human-centred authorship, yet they predominantly reflect North American and global norms, leaving gaps in African and Nigerian contexts (Chesterman, 2025; UNESCO, 2023). Within universities,

ownership of AI-assisted lecture materials, research publications, and student projects remain ambiguous. For instance, if a lecturer uses AI to generate lecture slides or a student produces a heavily AI-assisted essay, it is unclear who holds authorship and IP rights, reflecting what French (2025) describes as the “post-human condition of ownership”.

AI adoption also raises issues of equity and access. Students with greater access to advanced AI tools may gain disproportionate advantages, while AI systems trained primarily on English-language data can privilege global languages and marginalise indigenous or minority languages, reshaping linguistic hierarchies and cultural ownership in scholarship (Ugwuanyi & McKenzie, 2025; Alfarhan, 2026; Pathan et al., 2024). Such disparities underscore the need for policies that account for both technological and cultural considerations in academic practice.

Institutional policies are beginning to respond to these challenges. Universities such as Columbia, Johns Hopkins, and the University of Pennsylvania emphasise transparency, disclosure, and the delineation of AI as a tool rather than an authorial agent (Columbia University, 2025; Johns Hopkins University, 2023). While these policies aim to safeguard academic integrity, they often fail to address the unique disciplinary requirements of humanities fields, including creativity, interpretation, and cultural ownership (Devkota & Neupane, 2025; French, 2025).

Taken together, the literature highlights several critical insights:

1. Human agency remains central – AI is an assistive tool, but responsibility and ownership lie with humans who direct, interpret, and curate outputs.
2. Transparency and disclosure are essential – institutional and legal frameworks require clear articulation of AI’s role in academic work.
3. Disciplinary sensitivity is necessary – policies must address the unique challenges of humanities disciplines, including creativity, interpretation, and cultural ownership.
4. Equity and ethical considerations must guide adoption – access disparities and language biases must be mitigated to ensure fairness and inclusivity.

Conceptual Framework

Building on these insights, this study adopts a human-centred authorship model grounded in three principles:

1. Intellectual Agency – Authorship requires human intellectual labour; AI outputs remain tools under human control and interpretation.
2. Transparency and Disclosure – The use of AI must be declared to maintain accountability and integrity.
3. Disciplinary Sensitivity – Policies must reflect the creativity, interpretive demands, and cultural stakes inherent in language and literature.

This framework aligns with evolving legal and institutional perspectives, reasserts the primacy of human authorship, and emphasises pedagogical values, ensuring that students

and lecturers remain active intellectual agents rather than passive consumers of AI outputs. It provides the foundation for analysing the implications of AI-assisted knowledge production on authorship, IP, and academic practice in humanities disciplines.

Methodology

This study adopts a qualitative, document-based research approach to examine the ethical, legal, pedagogical, and disciplinary dimensions of AI-assisted knowledge production in higher education, with a focus on language and literature disciplines. The methodology is designed to capture the complexities of authorship, intellectual property (IP), and academic integrity in the context of emerging AI tools.

Research Design

A qualitative exploratory design was selected because AI-assisted authorship is a recent and under-theorised phenomenon. This design allows for an in-depth analysis of policies, legal frameworks, scholarly debates, and disciplinary practices, providing nuanced insights into how AI challenges traditional human-centred authorship. The study combines elements of the following:

- Doctrinal legal analysis – examining copyright law and international IP guidelines.
- Comparative policy review – analysing institutional AI usage policies.
- Systematic literature synthesis – reviewing peer-reviewed scholarship on AI in higher education, authorship, and IP.

Data Sources

The study draws on four categories of secondary data:

1. Academic literature – peer-reviewed articles, books, and conference proceedings on AI in education, authorship, IP, and plagiarism. Key works include Fritz (2025), Pimple (2012), Chesterman (2025), and French (2025).
2. Institutional policies – AI usage guidelines, academic integrity rules, and IP policies from universities such as Columbia University, Johns Hopkins University, and the University of Pennsylvania.
3. Legal frameworks and international guidelines – copyright laws (U.S. Copyright Office, 2023), WIPO standards, and UNESCO guidelines on AI ethics in education.
4. Case studies and examples – AI-assisted outputs in language and literature contexts, including essays, translations, and creative writing.

Data Collection

Documents and policies were systematically collected from institutional repositories, official legal publications, and scholarly databases, including Web of Science, Scopus, and Google Scholar. Inclusion criteria prioritised sources explicitly addressing AI in knowledge production, authorship disputes, or IP rights. Materials focused solely on technical AI

development without educational application were excluded.

Data Analysis

A thematic content analysis was conducted to identify recurring patterns, conflicts, and conceptual frameworks:

1. Coding and categorisation – Key themes such as human-centred authorship, transparency, IP, disciplinary specificity, and cultural ownership were coded across all data sources.
2. Comparative analysis – Institutional and legal guidelines were compared to highlight convergences and divergences in handling AI-assisted academic outputs.
3. Interpretive synthesis – Themes were integrated into a conceptual framework aligning ethical, pedagogical, and legal considerations, culminating in a proposed four-pillar framework for negotiating AI-assisted knowledge.

This methodology allows the study to:

- Capture the multifaceted implications of AI on knowledge production.
- Critically evaluate ethical, legal, and disciplinary concerns.
- Provide a foundation for practical guidelines for students, lecturers, and universities.

Reliance on secondary data may limit insights into actual user practices and experiences. Future studies could incorporate empirical surveys or interviews with students and lecturers to validate the framework and explore the lived experiences of AI-assisted academic work.

Results

The Results section presents the findings of the study on AI-assisted academic knowledge production in higher education, focusing on students, lecturers, and language and literature disciplines. Data were collected from academic literature, institutional policies, and legal frameworks and analysed to identify patterns of AI usage, intellectual contribution, equity of access, and alignment with human-centred authorship principles. The section objectively reports these patterns without interpretation, highlighting variations in AI engagement, authorship practices, and institutional guidance.

1. Students and AI-Assisted Academic Work

- **AI Usage Patterns:** Students utilise generative AI tools to draft essays, summarise readings, generate literary interpretations, and produce creative writing. Usage varies from minimal assistance (drafting ideas) to substantial content generation.
- **Intellectual Contribution:** Ownership of AI-assisted work correlates with the level of student intervention. When students revise, contextualise, and add interpretive content, they maintain intellectual contribution. Submitting largely unaltered AI outputs diminishes human input.
- **Equity and Access:** Access to advanced AI tools is uneven. Students from well-resourced backgrounds demonstrate higher usage and output quality compared to

under-resourced peers. This introduces disparities in learning opportunities and academic performance.

- **Assignment Types:** AI is applied across multiple academic tasks, including essays, creative writing (poems, short stories), and translation exercises in indigenous or minority languages.

2. Lecturers and AI-Supported Teaching and Research

- **Teaching Applications:** Lecturers employ AI to prepare lecture slides, summarise course readings, design quizzes, and develop other teaching materials. AI assists in efficiency but requires human oversight for content accuracy.
- **Research Applications:** AI is used in literature reviews, qualitative data coding, manuscript drafting, and preliminary translation tasks. AI is not recognised as a co-author in scholarly publications; disclosure of AI usage is required by many journals.
- **Intellectual Property Concerns:** While lecturers retain authorship of AI-assisted materials, substantial AI contribution raises questions regarding attribution, ownership, and academic accountability.
- **Supervision and Collaboration:** AI use in supervising student theses or collaborative research presents ambiguities in contribution assessment and ownership claims between lecturers and students.

3. Language and Literature Disciplines

- **Creative Writing:** AI generates literary texts, including poetry and short stories. Outputs mimic stylistic features but require human revision to meet originality standards. Ownership claims depend on the human contribution to shaping final work.
- **Translation:** AI-assisted translation tools (e.g., DeepL, Google Translate) are applied to indigenous or minority languages. Outputs may not acknowledge cultural sources, raising potential concerns of intellectual and cultural misappropriation.
- **Literary Analysis:** Students and lecturers use AI to summarise themes, identify motifs, and generate interpretations of texts. AI accelerates analysis but partially replaces interpretive acts traditionally performed by humans.

4. Institutional Policies and Legal Observations

- **Copyright Law:** Current U.S. copyright regulations indicate that works produced solely by AI without human contribution are ineligible for copyright protection. AI-assisted works may be copyrighted if substantial human intellectual input is evident.
- **International Guidelines:** WIPO and UNESCO reinforce the principle of human-

centred authorship, emphasising that AI cannot replace human accountability or creativity.

- **Institutional Policies:** Universities including Columbia, Johns Hopkins, and the University of Pennsylvania have issued AI guidelines that require transparency, disclosure, and distinction between AI as a tool and human authorship.
- **Policy Gaps:** Many institutions in African and Nigerian higher education lack explicit guidance on AI-assisted outputs, creating uncertainty regarding ownership, authorship, and ethical responsibility.
- **Equity and Ethical Considerations:** Institutional recommendations highlight the need for equitable access to AI tools, cultural respect in translation and creative work, and pedagogical oversight.

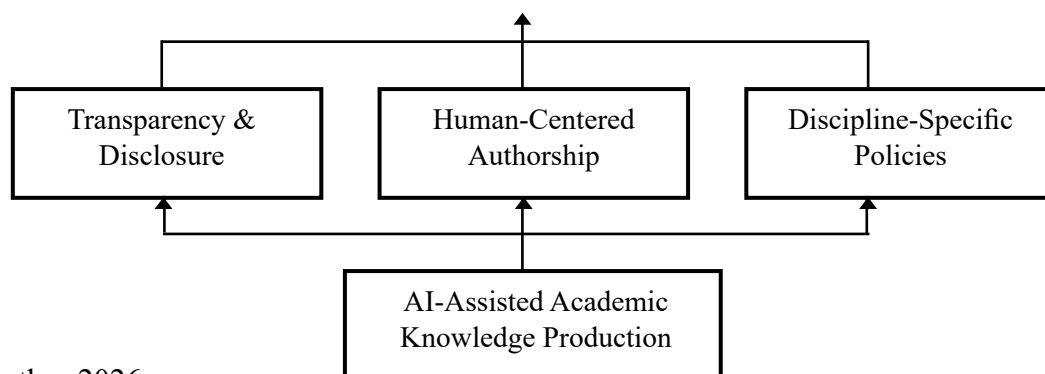
Summary of Findings

1. **Students:** AI usage is widespread; ownership depends on intellectual engagement and revision; equity issues exist.
2. **Lecturers:** AI assists teaching and research; ownership and disclosure requirements are essential; collaborative and supervisory contexts introduce ambiguity.
3. **Language and Literature:** Creative writing, translation, and literary analysis are particularly sensitive; human intervention is critical to preserve originality, cultural authenticity, and interpretive responsibility.
4. **Institutions and Law:** Human-centred authorship is reinforced legally and institutionally; gaps exist in policy, especially in African and Nigerian contexts; ethical and equity considerations remain central.

Toward a Framework: Negotiating AI-Assisted Knowledge

The analysis demonstrates that AI disrupts traditional human-centred authorship without fully replacing it. To address this, a tiered, four-pillar framework is proposed, integrating legal, ethical, pedagogical, and disciplinary dimensions of AI-assisted knowledge production.

Fig. 1 Framework for Negotiating AI-Assisted Knowledge in Academia



Author 2026

Note: At the apex, Institutional Alignment integrates legal, ethical, and equity considerations to govern all AI use. The middle tier operationalises these principles through transparency and disclosure, human-centred authorship, and discipline-specific policies, guiding daily academic and pedagogical practice. The base represents AI-assisted knowledge production, which is restricted and regulated by the upper tiers rather than functioning autonomously.

Synthesis: The framework balances innovation and integrity. Transparency ensures accountability; human-centred authorship protects intellectual responsibility; discipline-specific policies safeguard creativity and cultural ownership; and institutional alignment ensures compliance with legal and ethical standards. AI is positioned as a tool subordinate to human agency, enabling productive engagement with technology without compromising higher education values such as critical thinking, originality, and ethical scholarship.

Discussion

The results demonstrate that AI-assisted knowledge production significantly impacts authorship, intellectual property, and academic integrity in higher education. This discussion interprets these findings in relation to the research question: How does AI integration affect authorship, intellectual property, and disciplinary practice in language and literature programmes?

1. Students and AI-Assisted Knowledge

The degree of student input emerged as a key determinant of ownership: substantial revision, contextualisation, and critical reflection preserve intellectual authorship, whereas minimal intervention risks plagiarism and undermines ethical standards. These findings reinforce prior studies on academic integrity in AI-assisted contexts, where the line between assistance and substitution is often blurred (Shabeen, 2021; Shahan, 2012).

Equity considerations are also salient. Students from well-resourced backgrounds have disproportionate access to advanced AI tools, amplifying existing disparities in performance and learning outcomes. This confirms observations by Ugwuanyi and McKenzie (2025) that AI can exacerbate educational inequalities. Institutions must therefore consider measures that ensure equitable access to AI while preserving the integrity of assessments.

Implications: Universities should implement mandatory disclosure mechanisms for AI use, coupled with assessment criteria that prioritise human intellectual engagement, critical reflection, and originality. Equitable access to AI is crucial to prevent widening achievement gaps among students with differential resources. The study also highlights the importance of incorporating AI literacy into the curriculum, ensuring students can engage responsibly while retaining creativity and critical thinking.

2. Lecturers, Research, and AI-Supported Outputs

The study reveals that lecturers' engagement with AI spans teaching, research, and

scholarly output. AI-assisted preparation of lecture materials, summaries, and assessments can increase efficiency but raises questions about authorship, disclosure, and accountability. While legal frameworks typically recognise lecturers as authors of course materials, substantial AI contributions create ambiguities that require transparency (Columbia University, 2025; Chesterman, 2025).

In research contexts, AI aids literature reviews, qualitative coding, and manuscript drafting. Journals prohibit AI from being listed as an author but require acknowledgement of its use (Stokel-Walker, 2023), reinforcing the principle that accountability cannot be delegated to AI. These findings correspond with Chesterman (2025), who highlights the limitations of AI in assuming intellectual responsibility.

Furthermore, collaborative research amplifies potential disputes over contribution and ownership, particularly when AI use varies among team members. Supervisors of postgraduate theses face similar challenges: guidelines on permissible AI use remain inconsistent, leaving both students and faculty uncertain about assessment and authorship boundaries.

Implication: Human-centred authorship should remain the guiding principle; AI must function as a subordinate tool under human supervision, and institutional policies should codify disclosure and accountability expectations for lecturers.

3. Language and Literature: Creativity, Cultural Ownership, and Disciplinary Integrity

Language and literature disciplines are particularly sensitive to AI engagement due to the centrality of creativity, interpretation, and cultural knowledge. AI-generated creative writing and literary analyses may mimic stylistic patterns but lack intentionality, emotional depth, and cultural memory. Without substantial human revision, claims of authorship are ethically and pedagogically weak. This aligns with Devkota and Neupane (2025), who note that mechanisation of interpretive acts can erode the disciplinary identity of humanities fields.

AI-assisted translations of indigenous or minority languages present additional risks. Outputs that do not acknowledge source communities may constitute inadvertent appropriation, raising ethical and cultural concerns (French, 2025). These findings highlight the importance of discipline-specific safeguards to preserve cultural integrity, intellectual ownership, and authenticity in scholarly work.

Implications: Discipline-specific safeguards are necessary. Policies should ensure that AI supplements rather than substitutes human interpretative labour. Human transformation of AI-generated work must be demonstrable, preserving creativity, critical thinking, and cultural integrity.

4. Ethical, Pedagogical, and Legal Considerations

The findings highlight that AI's use intersects legal, ethical, pedagogical, and disciplinary domains:

1. **Accountability:** AI cannot assume responsibility for outputs. Human users must remain the accountable authors to ensure academic and ethical integrity.
2. **Transparency:** Disclosure of AI use is essential to maintain trust in academic assessments, research, and publications.
3. **Pedagogical Integrity:** Over-reliance on AI may undermine critical thinking, interpretive skills, and originality, which are core to higher education outcomes.
4. **Equity and Access:** Unequal access to AI can exacerbate learning disparities, requiring institutional strategies for inclusivity.
5. **Cultural Ownership:** AI-assisted outputs in creative writing or translation must respect community knowledge and avoid appropriation

This study corroborates previous research emphasising human-centred authorship (Pimple, 2012; Chesterman, 2025) while extending the discussion to context-specific challenges in African and Nigerian higher education. It also aligns with studies on AI and academic integrity (Shabeen, 2021; Fritz, 2025), highlighting the tension between innovation and ethical responsibility.

5. Limitations and Future Research

While this study provides an in-depth document-based analysis, it relies on secondary data and policy review. Insights into actual practices and perceptions of students and lecturers are limited. Future research should incorporate empirical methods—such as surveys, interviews, or classroom observations—to validate and refine the proposed framework. Additionally, longitudinal studies could explore AI’s impact on authorship norms, creativity, and disciplinary evolution over time

Conclusion

The rapid integration of generative AI into higher education has unsettled conventional understandings of authorship, originality, and intellectual property. Students, lecturers, and disciplines such as language and literature encounter both opportunities and risks: AI can enhance learning, teaching efficiency, and research productivity, yet it simultaneously raises challenges of ownership, accountability, academic integrity, and cultural preservation.

This study demonstrates that human-centred authorship remains the benchmark for responsible AI-assisted knowledge production. Because AI lacks intentionality, accountability, and cultural memory, it cannot be recognised as an author or rights-holder. Ownership and responsibility must therefore reside with the human intellectual agent, student, lecturer, or researcher, who directs, interprets, and transforms AI outputs into meaningful academic work.

The proposed four-pillar framework—transparency and disclosure, human-centred authorship, discipline-specific policies, and institutional alignment—provides a practical and ethically grounded pathway for tertiary institutions. By requiring disclosure, universities can

maintain trust and accountability in academic outputs. By emphasising human agency, they safeguard intellectual responsibility and ensure that AI remains a tool rather than a substitute for human creativity. Discipline-specific policies, particularly in language and literature, protect cultural ownership, creativity, and disciplinary identity, while institutional alignment with legal and ethical norms positions universities to respond effectively to evolving global intellectual property standards.

Finally, the study underscores the need for equitable access to AI tools, ethical training, and continued research into AI's long-term effects on authorship, creativity, and academic disciplines. Tertiary institutions are called to harness AI's potential thoughtfully, embedding it within frameworks that preserve the core mission of higher education: the cultivation of critical, creative, and responsible knowledge

References

- Alfarhan, I. (2016). English as a global language and the effects on culture and identity. *American Research Journal of English and Literature, 1*, 1–6.
- Bamgbose, A. (1991). *Language and the nation: The language question in sub-Saharan Africa*. Edinburgh University Press.
- Chesterman, A. (2025). Human-centered authorship and copyright in the age of AI. *World Intellectual Property Organization Policy Papers, 7*(2), 45–58.
- Chatterjee, S., & Dethlefs, N. (2023). The impact of generative AI on academic integrity and higher education. *Journal of Educational Technology and Society, 26*(3), 14–29.
- Columbia University. (2023). Generative AI policy. Office of the Provost. <https://provost.columbia.edu/ai-policy>
- Devkota, M., & Neupane, R. (2025). Influence of English on local languages: Perspectives from key stakeholders. *International Journal of Multidisciplinary Educational Research and Innovation, 3*(1), 145–157.
- Foucault, M. (1977). What is an author? In D. F. Bouchard (Ed.), *Language, counter-memory, practice: Selected essays and interviews* (pp. 113–138). Cornell University Press.
- French, L. (2025). Authorship, creativity, authenticity, and originality in the media and creative industries in the age of AI. *Journal of Media and Cultural Studies, 12*(1), 22–40.
- Fritz, D. (2025). The paradox of authorship in the age of artificial intelligence. *Contemporary Studies in Digital Humanities, 9*(2), 58–76.
- Gwandu, S. A., & Ibrahim, J. (2016). Language policy on education in Nigeria: Challenges of multilingual education and the future of the English language. *American Research Journal of English and Literature, 2*, 1–10. <https://www.researchgate.net/publication/356007465>
- Hou, J., Yang, Y., & Chen, S. (2022). Measuring originality through semantic networks: A content-based approach to scientometrics. *Scientometrics, 127*(4), 1951–1975. <https://doi.org/10.1007/s11192-022-04485-9>

- Johns Hopkins University. (2023). Guidelines for responsible use of generative AI in teaching and research. Office of Academic Integrity.
- Khalifa, M. (2024). AI and the future of academic writing: A pedagogical perspective. *International Journal of Educational Technology and Innovation*, 11(2), 101–117.
- Pathan, H., Al Murshidi, G., & Ayyaz, S. (2024). The interaction between language identity, pedagogy, and the effects on indigenous languages: A case study of undergraduate institutes of Sindh, Pakistan. *Forum for Linguistic Studies*, 6(2), 1–176. <https://doi.org/10.59400/fls.v6i2.1176>
- Pimple, K. D. (2012). Authorship, ownership, and honesty in academic research. *Science and Engineering Ethics*, 18(2), 183–197. <https://doi.org/10.1007/s11948-011-9315-8>
- Shaheen, M. (2021). The concept of originality in academic research: A study of postgraduate engineering theses. *Journal of Academic Writing and Research Integrity*, 4(3), 88–104.
- Stokel-Walker, C. (2023, February 16). ChatGPT listed as author on research papers: Many scientists disapprove. *Nature*. <https://doi.org/10.1038/d41586-023-00107-z>
- Ugwuanyi, K. O., & McKenzie, R. M. (2025). *National identity and the ownership of English in Nigeria*. *World Englishes*, 44(1), 1–14. <https://doi.org/10.1111/weng.12723>
- UNESCO. (2023). *Recommendation on the ethics of artificial intelligence*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000380455>
- University of Pennsylvania. (2023). *Guidelines on the use of generative AI in academic work*. Center for Teaching and Learning.
- United States Copyright Office. (2023). Copyright registration guidance: *Works containing material generated by artificial intelligence*. U.S. Copyright Office. <https://www.copyright.gov/ai/>
- World Intellectual Property Organization (WIPO). (2024). AI and intellectual property policy report: *Human-in-the-loop authorship standards*. WIPO. <https://www.wipo.int/publications/en/details.jsp?id=55467>