

Curse or blessing? - The impact of AI on scientific publications

Our decade's high-impact change comparable to COVID-19 is the effect of artificial intelligence (AI) on our everyday lives. Three years ago, in April 2023, a picture appeared on the cover of The Economist that also



inspired the title: *Curse or Blessing?* Presumably, in the world of scientific publications, alongside thematic novelties, the greatest methodological changes for both authors and editors today are the emergence of AI and the challenges it poses. The cover well reflects the duality that can significantly influence the nature, dynamics, and credibility of publishing work, undeniably improving quality while also creating new ethical dilemmas and regulatory challenges, shaping publication norms. Nowadays, we often encounter in the remarks accompanying the conclusion of scientific papers that *"During the preparation of the manuscript, the authors used ChatGPT 5.2 to improve the readability and language of the text. After using the service/tool, the authors reviewed and edited the content as necessary and take full responsibility for the content of the publication."*

It has increasingly become a general requirement that the use of AI tools for writing publications or for reviewing/evaluating them is not allowed. This process, which also carries contradictions, has led to a significant increase in the number of AI detectors, along with increased measurement uncertainty, creating considerable tension for all parties involved, whether authors, publishers, or readers. At the same time, the use of 'assistants' for collecting information, particularly for handling and processing large datasets, and the robotization of technical tasks, are becoming increasingly common and easier to implement. In view of all this, and to manage the tensions also evident in our own editorial practice, we are now addressing the topic prominently for the third time in the Online First section. The first publication of our initiative, which has since developed into a series of debates, was *Kristóf Nyíri's article 'Renewing Higher Education, Renewing Science?'* published at the end of last year. This was followed in our first issue of this year by the article by *Ádám Nagy - Anna Fazekas, 'Open Books, Closed Gates? Changes in Learning Intentions Based on Large-Scale Youth Survey Data.'* And the process naturally continues in the next issue, due out at the end of May, with the article by *Péter Sasvári, Csaba Makó, and Noémi Hajdú: 'Individual Performance in a Collective Publication Environment.'* We look forward to further contributions with interest.

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2003, she obtained her Diploma (Dipl.-Päd.) in Educational Science, with minors in Psychology and Sociology, from the University of Muenster/Germany. She completed her PhD (Dr. phil.) in Educational Science and Psychology at the University of Muenster in 2008. In 2014, she completed her habilitation (Dr. phil. habil.) at the University of Magdeburg/Germany, and was granted the *venia legendi* in Educational Science. She has worked at various universities in Scotland, Austria, Poland, Lithuania, and Hungary as part of guest lectureships, teaching assignments, and research stays.

Dr. habil. **Monika Pogátsnik** is the Deputy Dean for Education at the Alba Regia Faculty of Óbuda University, Director of the Institute of Engineering, Head of the Dual Training Office, and the professional and organizational leader of the programs operating at the Székesfehérvár campus. In her teaching and leadership work, she places special emphasis on learning organization solutions that support student achievement, improve educational quality, and ensure the effective, student-centered operation of her higher education institution. Her professional interests include competency-based education, the application of innovative pedagogical methods, and issues of quality assurance in teaching work. She actively participates in the development of higher education programs, the drafting of curricula, and the renewal of training structures, with particular attention to adapting to labor market expectations and preparing students in a practice-oriented manner. As head of the institute and deputy dean, he plays a decisive role in coordinating educational processes and strengthening institutional collaborations and professional relations. His research areas primarily include engineering pedagogy, work-based and dual education, career orientation, career attitudes, and the role of non-cognitive skills in higher education, with special attention to technical education. His related publications have appeared in domestic and international journals, conference proceedings, and professional publications, addressing both practical and theoretical issues in educational development. His professional and educational organizational work is validated by significant recognition from peers and the public. In 2023, he received the "Award for Education in Székesfehérvár," which recognized his outstanding, long-term impact on higher education in the city. In 2025, for his high-quality work in Hungarian higher education and educational organizations, he was awarded the Hungarian Order of Merit, Knight's Cross.

