



AI LITERATURE REVIEW TOOLS

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CONDUCTING A RESEARCH LITERATURE REVIEW

Planning the review

1. Clarifying why you need to conduct a review
2. Craft your main research question
3. Creating a plan for how you will conduct the review

Conducting the review

- a. Finding relevant studies
- b. Deciding what the primary/core studies
- c. Evaluating what the quality of these studies
- d. Pulling out key findings from these studies
- e. Bringing these findings together

Reporting the review

- i. Deciding how to communicate findings
- ii. Writing & organizing the final report

➡ *How much do we implicitly or explicitly know about each of these tasks?*

➡ *How capable or willing are we to teach all of these tasks to our students?*

➡ *When is the struggle that comes with **teaching oneself** these tasks important for learning?*

WHO MIGHT BE USING THESE TOOLS

Just need a few citations to make it through a paper for a class

Casual Researchers



Trying to get a grip on a new topic having never done so before

Thesis & Grad Students



Trying to get a grip on a new topic having done so before

Experienced researchers



Trying to get a grip on a field quickly

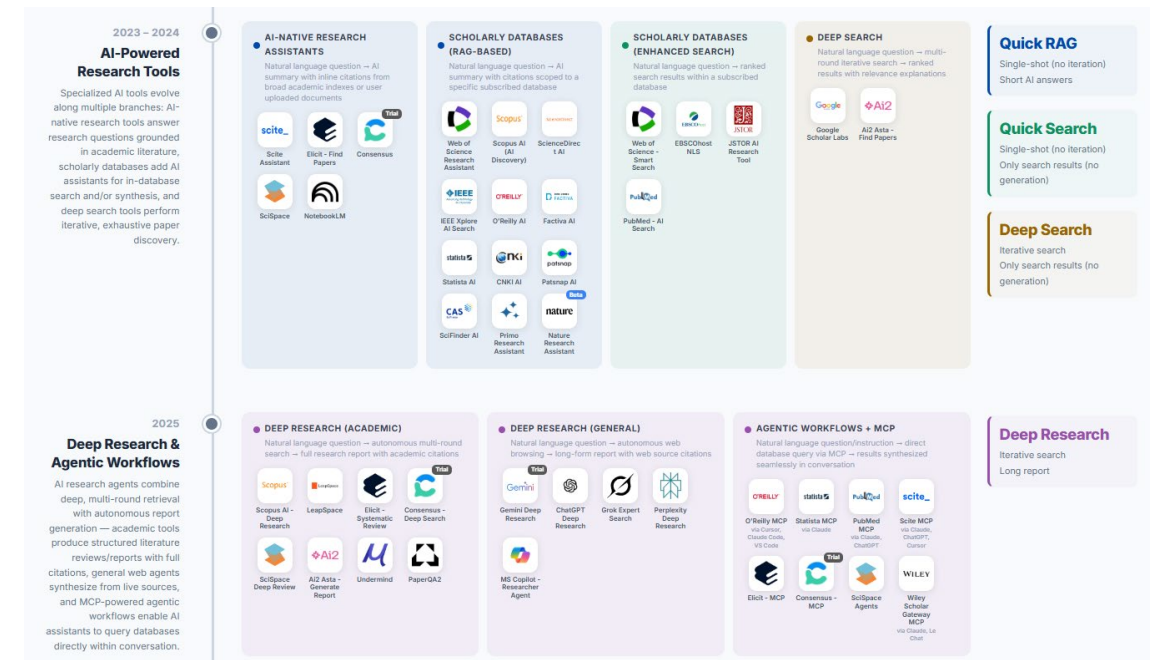
Workplace



SPECTRUM OF LIT REVIEW TOOLS

- **Quick Search:** Simple query that returns ranked list of sources. Think of scanning results in a library catalog/database (e.g., Google Scholar). **No generation.**
- **Quick RAG:** Search + a brief, generated summary. Think of a research assistant offering a quick synthesis of a few relevant texts. **Short generative Answers.**
- **Deep Search:** Iterative process that refines and re-ranks sources over time. Think of a researcher revisiting archives to surface the most relevant materials. **Iterative search, but no generation.**
- **Deep Research:** Deep Search + a written report. Think of a research assistant who gathers sources and drafts a structured overview. **Iterative search, long generative report.**

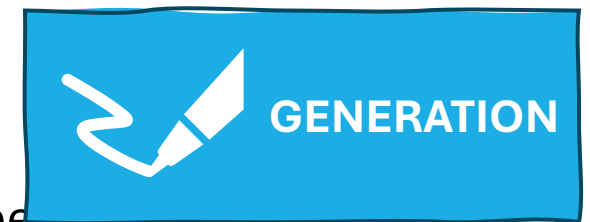
Source: Tay (Dec 2025), Zhao (2026)



Source: <https://asterzhao.github.io/ai-research-tools-snapshot/>

EVALUATION OF THESE TOOLS

- Where do these tools look for sources (“source base”)?
- How do they decide what sources to bring to you?
- How relevant are these sources to the topic you had in mind?
- How do they summarize/synthesize information about these sources?
- How accurate are these summaries and syntheses?
- Can you bring your own sources into these tools?
- How open are these tools their source base, environmental impact, specific LLMs that they use, etc.?



Stanford's STORM

<https://storm.genie.stanford.edu/>



WHAT IS STORM?

- Is free
- Oval Lab @ Stanford
- Writes Wikipedia-style articles intended for users in the “pre-writing” stage
- Stands for Synthesis of Topic Outlines through Retrieval and Multi-perspective Question Asking



STORM

Under a context of abundance, a significant disparity exists between the vast amounts of accessible information and what an individual can realistically assimilate. While large language models (LLMs) exhibit impressive generation abilities, they do not directly address this issue and even worsen the situation due to more texts produced. This research project explores building a knowledge **curation agent** that can proactively **research a topic, organize the information, and present the most pertinent insights in a reader-friendly way**. Hopefully, STORM can provide a **good starting point** for knowledge discovery and liberate in-depth learning from the laborious search process.

[Demo ↗](#) [Paper ↗](#)

HOW STORM WORKS

- Identifies diverse views by analyzing Wikipedia articles (FreshWiki)
- Gives the LLM different personalities from which to ask additional questions

Source: Shao (2024)

High school teacher

Basic fact writer

Educational technologist

Cognitive psychologist

This editor will share practical experiences from the classroom, discussing which methods students prefer, how they affect student engagement, and tips for teachers on integrating both methods effectively.

 Based on your experience, what are the main benefits and drawbacks of taking notes by hand compared to using a laptop in a high school classroom setting?

 In the debate over whether to take notes by hand or on a laptop in a high school classroom setting, both methods have their distinct benefits and drawbacks. **Benefits of Taking Notes by Hand:** 1. **Enhanced Memory Retention:** Studies indicate that the physical act of writing by hand activates different brain regions compared to typing, which enhances memory retention and understanding (Sources [1], [33], [34]). Handwritten notes tend to produce better long-term recall, as the tactile movement involved in writing helps to encode information more deeply (Source [34]). 2. **Deeper Processing:** Handwriting promotes more elaborate and deeper processing of information, requiring students to condense and synthesize material as they write (Sources [5], [8], [39]). This process can lead to a better understanding of complex subjects. 3. **Reduced Distractions:** Using a notebook eliminates the distractions often associated with digital devices, such as notifications and social media (Source [22]). This focus on the task at hand can enhance learning and retention. 4. **Active Engagement:** Handwriting notes generally requires more active engagement with the material, as students must decide what information is important enough to write down (Source [8]). This critical thinking aspect can lead to better learning outcomes. 5. **Less Need to Review:** Many students find that they remember the material well enough after taking handwritten notes that they do not need to refer back to them frequently (Source [6]). **Drawbacks of Taking Notes by Hand:** 1. **Slower Recording:** Handwriting is inherently

HOW STORM WORKS

- Identifies diverse views by analyzing Wikipedia articles (FreshWiki)
- Gives the LLM different personalities from which to ask additional questions
- Simulates conversations and then answers those questions with internet sources
- Creates outline and easily expandable sections based on the responses generated

Source: Shao (2024)

Comparison of Note-Taking Methods

Overview of Note-Taking Methods

Note-taking is an essential part of the learning process, and various methods have been developed to aid students in effectively capturing and organizing information. Key methods include the Cornell note-taking method, the outline method, the parallel method, the sentence method, and digital note-taking. Each of these methods has distinct advantages and applications, depending on the learner's preferences, subject matter, and context of use[1][2].

Cornell Note-Taking Method

The Cornell method is structured into sections that facilitate review and summarization, making it an effective choice for students aiming to enhance retention. This method encourages learners to write main ideas in the left column and supporting details in the right column, promoting a clear organization of thoughts and easier review[1].

Method

This method is one of the most visually organized note-taking strategies. It involves listing points as bullet points and elaborating beneath each point, creating a hierarchical structure that makes it easy to navigate the notes later. This method is particularly beneficial for subjects that require understanding of complex relationships between concepts[2].

Note-Taking Method

This method allows students to capture main ideas and supporting details side by side in two adjacent columns. This simultaneous recording can enhance understanding by connecting key concepts and details, making it useful in fast-paced lecture settings[1].

Table of Contents

summary

Comparison of Note-Taking Methods

Overview of Note-Taking Methods

Cornell Note-Taking Method

Outline Method

Parallel Note-Taking Method

Sentence Method

Digital Note-Taking

Effectiveness and Retention



THOUGHTS ON STORM

- Aligns with what some already tell students to do (“Wikipedia is a good starting place”)
- Writers (you, students) get a 30,000-foot view on a topic (structure, possible viewpoints, etc.) that then drives subsequence research queries and long-form writing



What if we asked students to do the STORM review and submit it along with their final paper, which must build on it but also be substantially different?

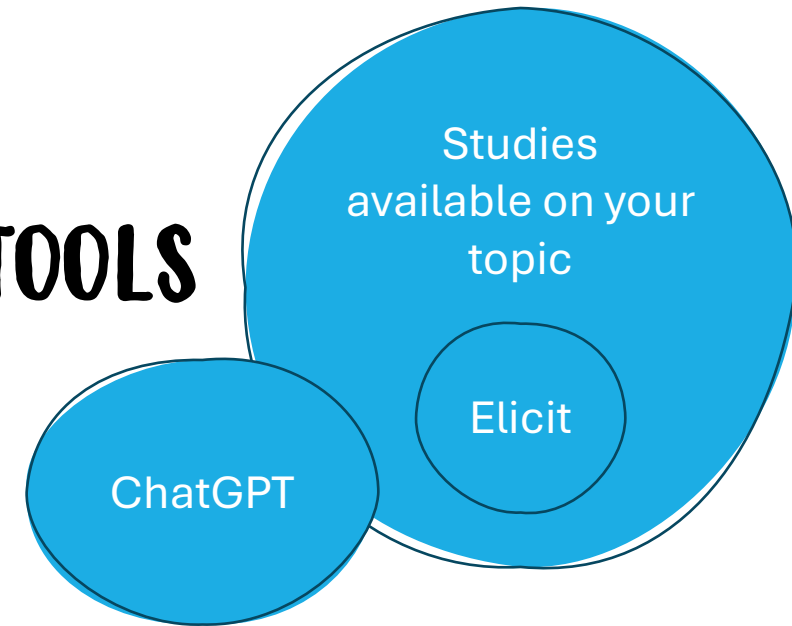
Elicit

<https://elicit.com/>



FROM THE LITERATURE ON AI LIT REVIEW TOOLS

- Tools like Elicit and SciSpace are far safer than general chatbots for locating academic resources. The latter **hallucinate the existence of sources**. The former rarely do.
- Tools like Elicit and SciSpace have:
 - **High precision**. Most of what they return is useful.
 - **Low recall**. They miss many relevant studies that actually exist.
- For a casual research project low recall is not necessarily a big deal. But for a serious thesis or systematic review, it's a problem.
- Once you have the results of a search, AI tools can help with **screening**, e.g. sorting through them quickly and flag what's worth reading.
- These tools update constantly. What's true today may not be true tomorrow.

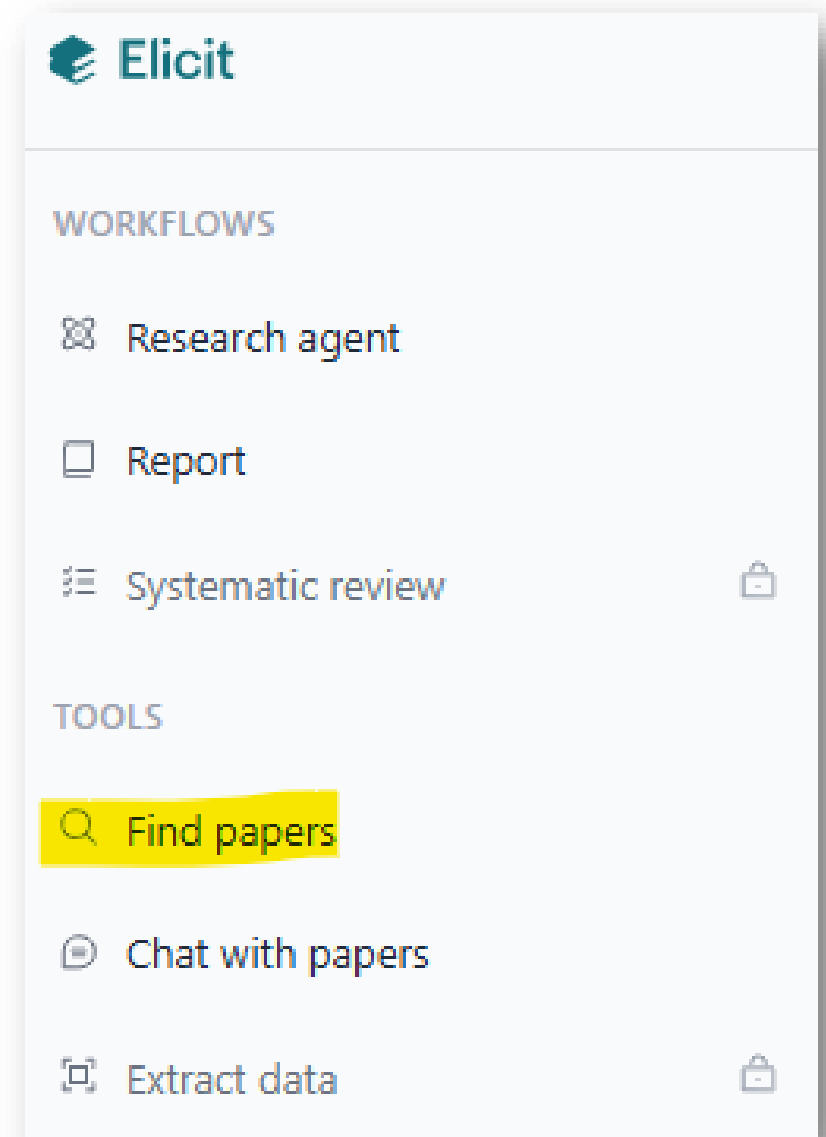


Both Elicit and SciSpace allow you to upload sources you've already collected in Endnote or Zotero.

This is especially useful for researchers outside STEM fields, where these tools tend to miss more of the relevant literature.

ELICIT – FIND PAPERS

- You ask a research question using nature language (not Boolean, but a semantic search)
- Elicit searches across millions of academic papers housed in Semantic Scholar, OpenAlex, PubMed, ClinicalTrials.gov
- It surfaces relevant papers and summarizes the key findings from these papers
- It then puts that information in an interactive table format to which you can add custom fields
- It links back to each source for the researcher to validate

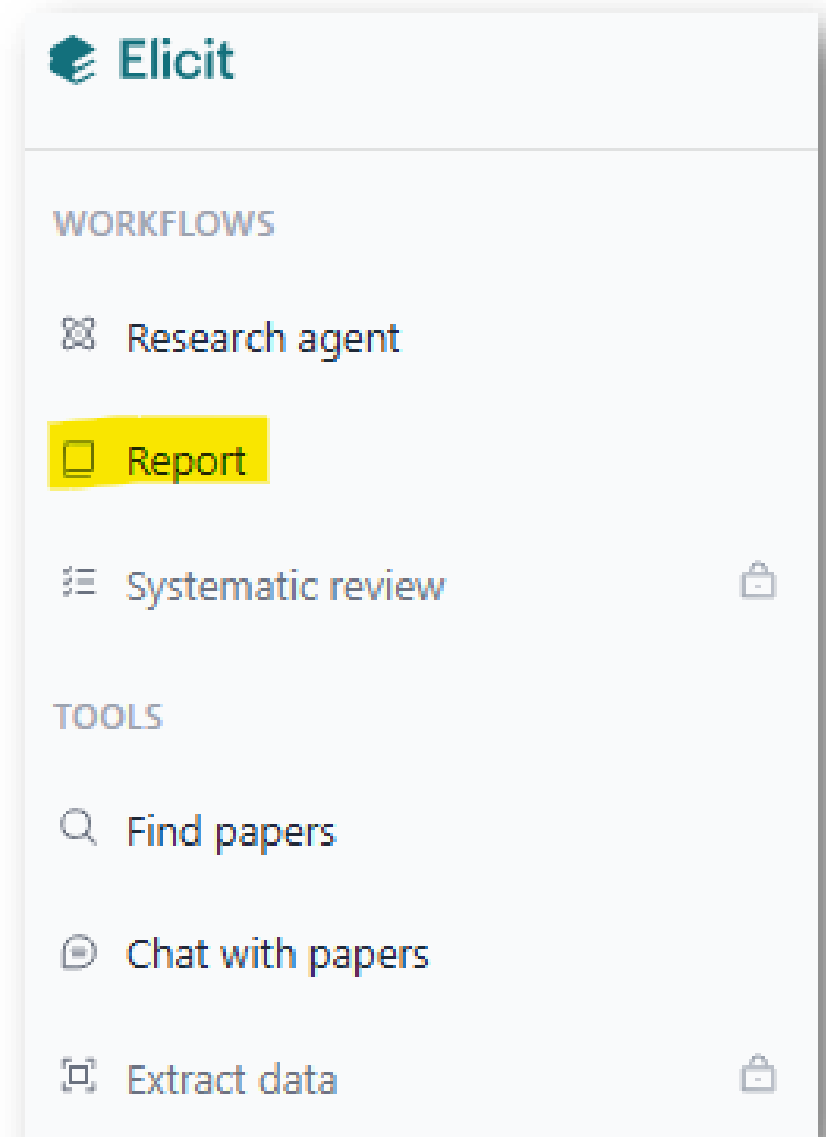


Sort: Most relevant Search Filters Add a column Export UPGRADE Save to library Get full-texts?				
☐ Paper	10 sources	Summary	Sample	Cautions
☐ Effects of Method and Context of Note-taking on Memory: Handwriting versus Typing in Lecture and Textbook-Reading Contexts Ian Schoen 2012, 17 citations Abstract only		Typing notes produced higher retention scores than handwriting notes, particularly in a lecture context, suggesting digital note-taking may be more effective for retention. * The study involved participants from two colleges, but the exact number is not specified. * Participants were assigned to either handwrite or type notes in different contexts and assessed through a test. *	Pitzer College and Scripps College students *	- Be cautious about assuming handwriting is superior for retention; typing may be more effective, especially in lecture contexts. - Consider the interaction between note-taking method and context; effectiveness can vary between lecture and textbook-reading environments. - Note-taking's cognitive engagement is crucial for retention ; focus on the process, not just the method.
☐ Digital Note-Taking: Discussion of Evidence and Best Practices. Jason A. Grahame The journal of physician assistant education : the official journal of the Physician Assistant Education Association, 2016, 19 citations, DOI Abstract only		Handwritten note-taking may improve comprehension and learning outcomes, but evidence is not conclusive , and further research is needed to compare it with digital note-taking. *	Not mentioned (the abstract does not provide information on the sample or sampling method used in the paper) *	- The abstract cautions about the disparity between evidence supporting handwritten note-taking and student preference for digital note-taking. - There is a lack of comprehensive evidence on the effects of digital note-taking on performance, warranting future research. - Optimal note-taking requires self-discipline, focused attention, sufficient working memory, thoughtful rewording, and decreased distractions , which is a caution for students to consider when choosing their note-taking method.

<https://bit.ly/ElicitPaperTable>

ELICIT – REPORT

- You ask a research question using nature language (not Boolean, but a semantic search)
- Elicit searches across millions of academic papers housed in Semantic Scholar, OpenAlex, PubMed, ClinicalTrials.gov
- It pulls the findings together into a research summary, with links back to the original sources
- You can see steps along the way: which papers were selected and how the synthesis was created, etc.
- You can chat with the report itself to ask follow-up questions, explore specific claims in more detail, etc.



May 11, 2026

handwriting versus writing on a laptop

Handwriting produces superior memory retention and comprehension outcomes compared to writing by forcing deeper cognitive processing and summarization of information capture.

ABSTRACT

Ten studies comparing handwriting to laptop/computer writing showed advantages for handwriting on memory and conceptual learning outcomes, though the magnitude and nature of effects depend critically on task characteristics and outcome measures. Handwriting produced superior performance on free recall tasks *, conceptual understanding questions *, and inference items *, with effect sizes ranging from $r = .32$ to $r = .37$ for word recall * and mean differences of approximately 3.5 percentage points on course examinations *. However, no differences emerged for factual recall * or recognition memory *, and typing showed advantages for speed and verbatim reproduction tasks *. The mechanism underlying handwriting advantages appears to be forced summarization and transformation of information: laptop note-takers produced more words but with greater verbatim overlap, which negatively predicted learning *, while handwriting was associated with more organization and transformation of content *. These effects were moderated by transcription fluency, with primary school children lacking keyboarding skills producing compositions up to 2 years behind developmentally when typing *, while adults proficient in both modalities showed handwriting advantages specifically for deep processing outcomes. The evidence indicates handwriting is superior when learning objectives prioritize conceptual understanding and retention over comprehensive information capture, particularly among individuals fluent in both modalities.

METHODS >

We analyzed 10 sources from an initial pool of 50, using 8 screening criteria. Each paper was reviewed for 7 key aspects that mattered most to the research question. [More on methods](#)

- Paper sources
- Abstract screening
- Recommended abstracts
- Extraction definition
- Extraction results
- Research report

⚙️ Modify setup

<https://bit.ly/ElicitReport>

Basic

For students and casual exploration

Free

Your current plan

Plus

For literature reviews and deeper research

\$7 / month
\$84 billed annually

Choose plan

Pro

For systematic reviews and professional research

\$29 / month
\$348 billed annually

Choose plan

Scale

For large systematic reviews with several collaborators

\$49 per user / month
\$588 billed annually

Choose plan

Workflow count	2 per month	48 per year	144 per year	240 per user / year, pooled across your team
Reports	✓	✓	✓	✓
Systematic reviews	✗	✗	✓	✓
Depth of analysis				
Max columns per table	2	5	20	30
Max sources in Reports	10	25	80	80
Data sources				
Research papers	✓	✓	✓	✓
Clinical Trials	✗	✓	✓	✓
Web search	✗	✗	✓	✓

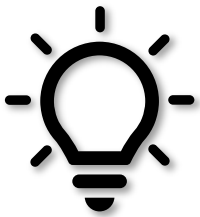


ELICIT – OTHER FEATURES

- Chat with papers
- Connect to your own libraries in Zotero, etc.

THOUGHTS ON ELICIT

- The results table is a potential tool for teaching students about the structure of empirical pieces in STEM and the social sciences
- Grounding: the links back to the actual articles and specific text in those articles is crucial (re: validation)



What if the Elicit table replaces the annotated bibliography? Students create a table that they submit along with reflection on how the literature reshaped their understanding of the topic...



SciSpace

<https://scispace.com/>



AI Research Assistant

SciSpace – Literature Review

This particular feature offers 3 options:

- **Standard Review** (~50 papers): Quick scan, best for getting a surface-level view.
- **High-Quality Review** (~150 papers): Curated for credibility, useful when you need reliable foundations.
- **Deep Review** (700-1000+ papers): Exhaustive and recursive. Ideal for advanced or niche research questions.

Databases searched include **OpenAlex**, **Semantic Scholar**, **Google Scholar** and others not listed.

LLM: GPT 3.5 for standard searches and GPT 4o for premium users (this might be old info...)

Source: SciSpace (March 2025)

- 🏠 Home
- 📖 My Library
- 📓 My Notebooks >
- 👤 Agent Gallery
- ✍️ AI Writer
- 💬 Chat with PDF
- 🔍 Literature Review
- 🔍 Find Topics
- 📄 Paraphraser
- 📄 Citation Generator
- ⚡ Extract Data
- 🔍 AI Detector

Introduction

Research on handwriting versus digital note-taking and its impact on memory recall, comprehension, and long-term retention in higher education has emerged as a critical area of inquiry due to its implications for educational practices and cognitive development (Wong & Lim, 2021) (Gallis, 2022). Since the 1980s, the integration of digital technologies in classrooms has transformed note-taking modalities, prompting investigations into their effects on learning outcomes (Butler, 2024) (Mueller & Oppenheimer, 2014). The increasing reliance on laptops, tablets, and smartphones for note-taking raises concerns about cognitive load, attentional resources, and neural engagement, with studies indicating that traditional handwriting may foster deeper processing and better retention (Weel & Meer, 2024) (Hatano et al., 2015). Given that over 70% of university students now use digital devices for note-taking, understanding the cognitive and neural mechanisms underlying these modalities is essential for optimizing pedagogical strategies (Aragón-Mendizábal et al., 2016) (Kirkland, 2015).

Despite extensive research, the specific cognitive advantages and limitations of handwriting compared to digital note-taking remain contested (Gallis, 2022) (Mueller & Oppenheimer, 2014). Some studies report superior memory recall and comprehension associated with handwriting, attributed to generative processing and reduced mind-wandering (Wong & Lim, 2021) (Mueller & Oppenheimer, 2014), while others find minimal differences or advantages for digital methods in certain contexts ("Digital Note-Taking and Academic Success", 2024) (Richardson, n.d.). Moreover, the role of cognitive load and neural activity patterns during encoding and retrieval phases is not fully elucidated, with evidence suggesting that handwriting engages widespread brain connectivity beneficial for memory formation (Weel & Meer, 2024) (Askvik et al., 2020), whereas typing may impose higher cognitive effort and shallower processing (Bouriga & Olive, 2021) (Hatano et al., 2015). This controversy is compounded by varying task demands, review opportunities, and individual differences in note-taking strategies (Xu et al., 2024) (Kodaira, 2016). The consequences of this knowledge gap include suboptimal instructional design and potential declines in learning efficacy in digitally mediated environments (Butler, 2024).

The conceptual framework guiding this review integrates cognitive theories of generative processing and working memory capacity with neuroscientific findings on brain connectivity and cognitive load (Kodaira, 2016) (Schoen, 2011). Handwriting is conceptualized as a multimodal activity involving fine motor skills, sensory integration, and active encoding, which collectively enhance memory consolidation (Weel & Meer, 2024) (Ihara et al., 2020). Digital note-taking, while offering speed and accessibility, may reduce depth of processing and increase extraneous cognitive load (Hatano et al., 2015) (Shi et al., 2022). Understanding the interplay between these modalities and their cognitive and neural correlates informs the evaluation of their impact on learning outcomes in higher education.

The purpose of this systematic review is to critically examine empirical evidence comparing handwriting and digital note-taking concerning memory recall, comprehension, and long-term retention among higher education students, with a focus on underlying cognitive processes such as neural activity and cognitive load (Wong & Lim, 2021) (Weel & Meer, 2024). This review aims to clarify inconsistencies in the literature, identify moderating factors, and provide evidence-based recommendations for educational practice. By addressing the identified gaps, this work contributes to optimizing note-taking strategies that support effective learning in increasingly digital academic environments (Butler, 2024) (Bulut, 2025).

This review employs a comprehensive literature search and synthesis methodology, including peer-reviewed experimental, neurocognitive, and educational studies published between 2012 and 2025 (Wong & Lim, 2021) (Richardson & Lacroix, 2023). Studies were selected based on relevance to note-taking modality and cognitive outcomes, with an analytical framework emphasizing cognitive load theory, neural connectivity, and memory performance metrics (Hatano et al., 2015) (Schoen, 2011). The findings are organized thematically to elucidate the effects of note-taking methods on encoding, retention, and retrieval processes, as well as their neural underpinnings.

Methodology of Literature Selection

Transformation of Query

We take your original research question — **"handwriting versus digital note-taking and its impact on memory recall, comprehension, and long-term retention in higher education, exploring cognitive processes such as neural activity and cognitive load"**—and expand it into multiple, more specific search statements. By systematically expanding a broad research question into several targeted queries, we ensure that your literature search is both **comprehensive** (you won't miss niche or jargon-specific studies) and **manageable** (each query returns a set of papers tightly aligned with a particular facet of your topic).

Below were the transformed queries we formed from the original query:

- Handwriting versus digital note-taking and its impact on memory recall, comprehension, and long-term retention in higher education, exploring cognitive processes such as neural activity and cognitive load
- Cognitive mechanisms of note-taking across modalities: how handwriting, typing, and mixed media influence encoding strategies, retrieval cues, cognitive load, neural correlates, and long-term retention in higher education
- Neural and cognitive-load mechanisms of note-taking across handwriting and digital modalities in higher education: embodied cognition, encoding strategies, retrieval cues, and long-term retention

Screening Papers

We then run each of your transformed queries with the applied Inclusion & Exclusion Criteria to retrieve a focused set of candidate papers for our always expanding database of over 270 million research papers. during this process we found 73 papers

Citation Chaining - Identifying additional relevant works

- **Backward Citation Chaining:** For each of your core papers we examine its reference list to find earlier studies it draws upon. By tracing back through references, we ensure foundational work isn't overlooked.
- **Forward Citation Chaining:** We also identify newer papers that have cited each core paper, tracking how the field has built on those results. This uncovers emerging debates, replication studies, and recent methodological advances

A total of 75 additional papers are found during this process

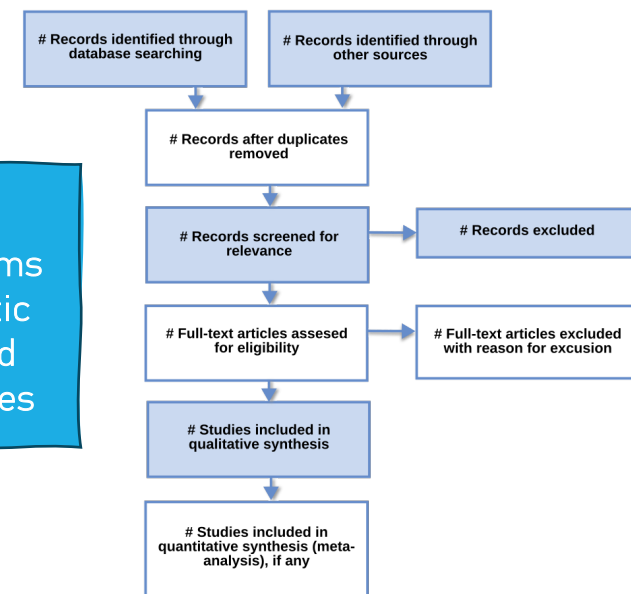
Relevance scoring and sorting

We take our assembled pool of 148 candidate papers (73 from search queries + 75 from citation chaining) and impose a relevance ranking so that the most pertinent studies rise to the top of our final papers table. We found 145 papers that were relevant to the research query. Out of 145 papers, 50 were highly relevant.

SciSpace – On Steroids



Preferred
Reporting Items
for Systematic
Reviews and
Meta-Analyses



A ton of resources (some of which are still scary), but right now we are interested in its “literature review” feature

- **Standard Review** (~50 papers): Quick scan, best for getting a surface-level view. 
- **High-Quality Review** (~150 papers): Curated for credibility, useful when you need reliable foundations. 
- **Deep Review** (700-1000+ papers): Exhaustive and recursive. Ideal for advanced or niche research questions. 

Three reports to compare:

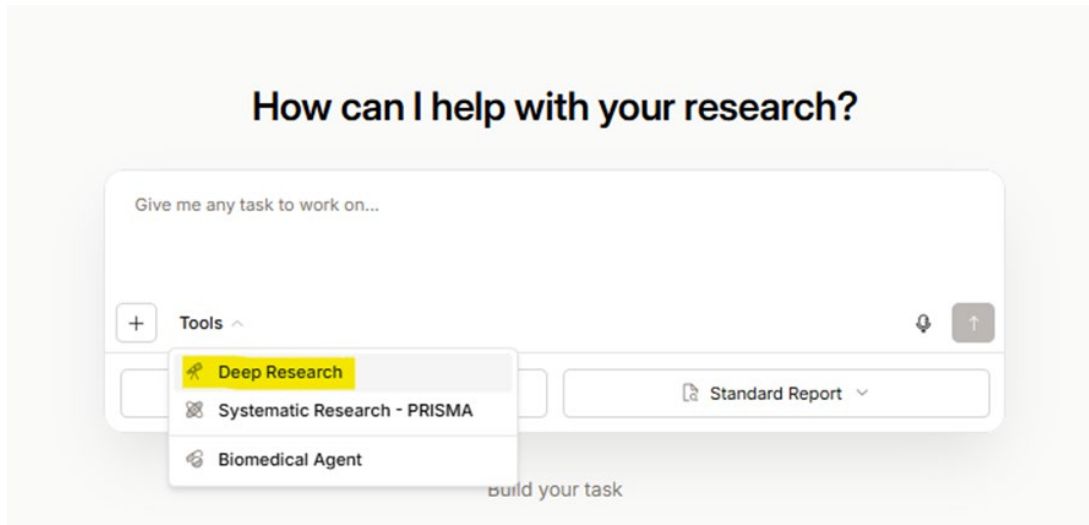
- **Deep Review:** Quickly synthesizes literature to identify themes, gaps, trends, and major debates across papers. 
- **Deep Research:** More analytical and investigative. Explores research questions, connects evidence, and builds structured syntheses. 
- **Systematic Research/PRISMA:** Most rigorous and method-driven. Best for formal systematic reviews with transparent searches, screening, and reproducible methods. 

SciSpace – On Steroids



Three reports to compare:

- **Deep Review:** Quickly synthesizes literature to identify themes, gaps, trends, and major debates across papers. FREE
- **Deep Research:** More analytical and investigative. Explores research questions, connects evidence, and builds structured syntheses. \$
- **Systematic Research/PRISMA:** Most rigorous and method-driven. Best for formal systematic reviews with transparent searches, screening, and reproducible methods. \$



Handwriting Composition Speed

Pricing

...

6. Key Moderating Factors

Moderator	Effect
Digital distraction	Strongest negative predictor for laptop users
Lecture type (text vs. visual)	Changes optimal medium
ADHD/inattention symptoms	Typing may benefit inattentive students [Shimko & James, 2025]
Prior academic performance	Laptops hurt lower-performing students more
Note-review opportunity	Equalizes outcomes between media
Assessment format congruence	Matching medium improves scores

Bottom Line: Evidence supports **conditional recommendations** — not a universal prescription. Emphasize active paraphrasing, limit digital distraction, and match medium to student needs and task demands.

final_report.md

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Final Outputs

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All Files

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final_report.md

references_section.md

citation_mapping.txt

report_plan.md

sections

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pubmed_handwriting_lapt

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Download All Files

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Esc

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Handwriting versus Laptop Typing: Cognitive and Academic Performance in College Students

A Comprehensive Academic Review

Table of Contents

1. Introduction
2. Cognitive Performance and Learning Outcomes
3. Note-Taking Quality and Quantity
4. Memory Retention and Recall
5. Conceptual Understanding and Critical Thinking
6. Academic Performance and Exam Scores
7. Moderating Factors and Contextual Conditions
8. Conclusion and Implications
9. References

Introduction

The integration of laptop computers into college classrooms has fundamentally transformed the landscape of academic note-taking. Where students once universally transcribed lectures by hand, many now type notes on portable devices, drawn by the promise of speed, searchability, and digital organization. This shift has sparked considerable debate among educators, cognitive scientists, and students themselves about whether the medium of

<https://bit.ly/SciSpaceDeepResearch>

CONDUCTING A RESEARCH LITERATURE REVIEW



Conducting a literature review

Planning the review

1. Clarifying why you need to conduct a review
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3. Creating a plan for how you will conduct the review

Conducting the review

1. Finding relevant studies
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1. Deciding how to communicate findings
2. Writing & organizing the final report



Conducting a data analysis



Writing a paper for publication



Designing a slide deck that summarizes that paper

CONDUCTING A RESEARCH LITERATURE REVIEW

Planning the review

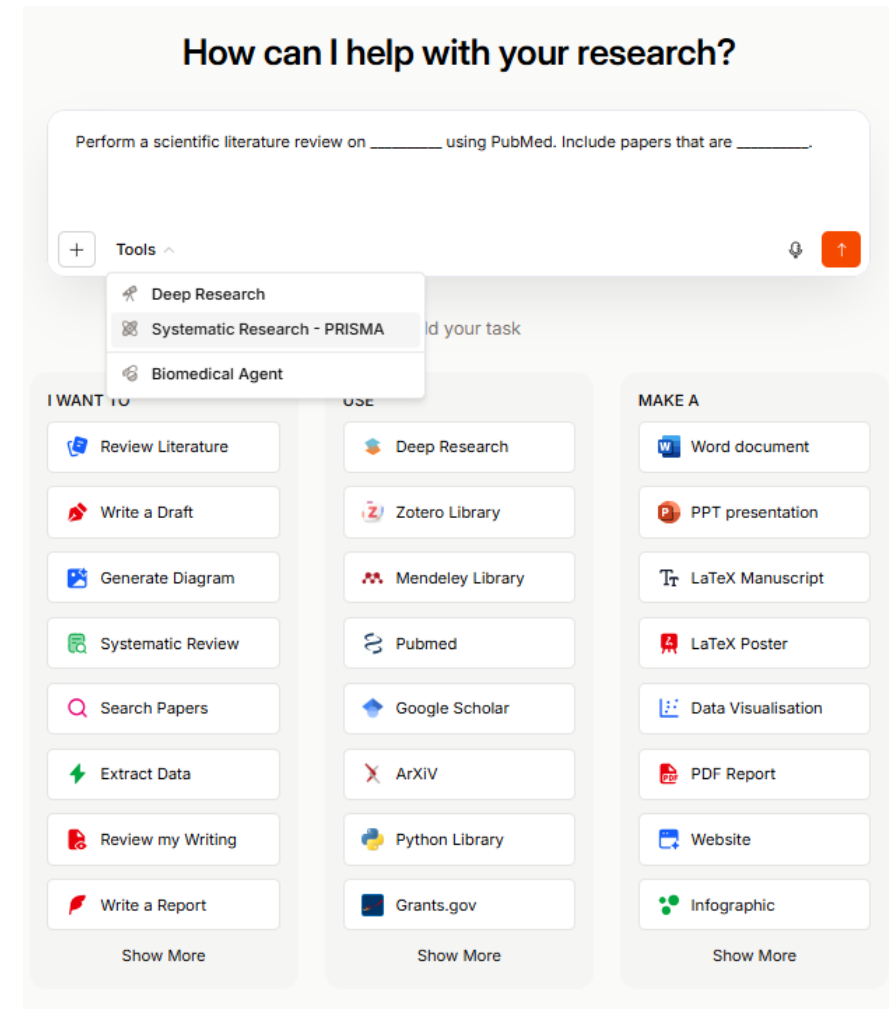
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Monthly Yearly . Save 40%

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Increased usage & reliable performance

~~\$20~~ **\$12** /month, billed annually

Current Plan

Agent Usage

 1,200 monthly credits ⓘ

- ✓ Unlimited Literature Review search
- ✓ High Quality Model Access
- ✓ Unlimited Exports in all tools
- ✓ Biomedical Agent Access
- ✓ Other unlimited capabilities ⓘ

Advanced

Expert workflows & deeper insights

~~\$90~~ **\$70** /month, billed annually

Popular Choice

Upgrade

Agent Usage

 10,000 monthly credits ⓘ

- ✓ Everything in Premium
- ✓ Advanced Quality Model Access

Max

Extended usage & top performance

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Upgrade

Choose your monthly Agent Usage

40,000 credits / month ▼

- ✓ Everything in Advanced
- ✓ Priority Support
- ✓ Priority access of new features



SciSpace Enterprise

All Advanced features plus admin-managed access, shared credit pools, SSO/SCIM, consolidated billing, dedicated support, and customizable integrations & limits. [Read More](#)

[Apply for Enterprise Access](#)



THOUGHTS ON SCISPACE

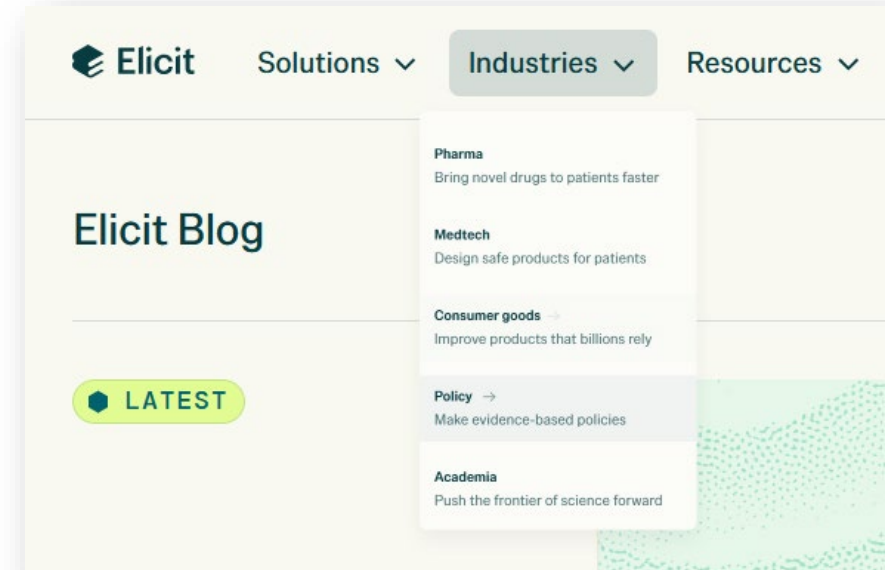
- SciSpace presents multiple kinds and levels of lit reviews, from more casual and superficial to deeper and more systematic (PRISMA). Even its top free report (“Deep Review”) is pretty extensive.
- Through its MadLib interface, it is also presenting itself as an all-in-one AI research workspace. This probably makes a lot of us nervous.



What if faculty asked students to use SciSpace to make the “invisible” parts of literature reviews more visible and also more open to critique?

<https://bit.ly/SciSpaceAssignment>

“When we prohibit AI without teaching students how to evaluate it, we guarantee that their first real encounter with AI-generated technical content will happen unsupervised, in a professional setting, with real consequences.”

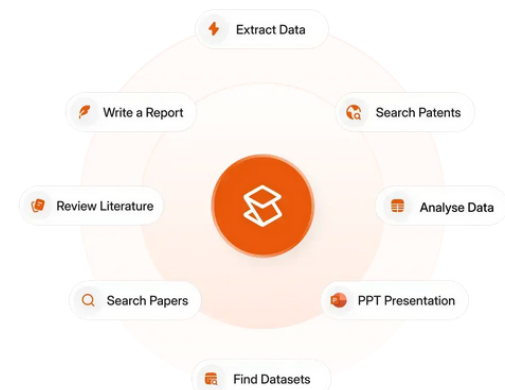


AI for Scientific Research, Tailored for Your Enterprise

SciSpace is the industry leading,
AI native Research Workspace for R&D teams

[Talk to Sales](#)

Trusted by 9.6 Million+ Researchers who work at



Source: Alamooti (May 2026)

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