

Reference Intelligence: Citation Manager and Reference Repair

Written handout for professor and participant feedback / 教授與參與者書面回饋表

Purpose / 目的

Use this form after testing Reference Intelligence. The tool asks users to paste a reference list, review detected reference boundaries, verify metadata, inspect uncertain or fabricated-looking references, and prepare cleaner exports.

Name / 姓名	
Email / 電子郵件	
Tested material / 測試資料	

Tool Flow Checklist / 工具流程確認

- ☐ The tool correctly separated individual references. / 工具能正確分開每一筆參考文獻。
- ☐ The tool made it easy to correct split or joined reference blocks before analysis. / 分析前容易修正文獻被切錯或合併的問題。
- ☐ Metadata verification was understandable: title, authors, journal, year, DOI/PMID, and evidence source. / metadata 驗證容易理解。
- ☐ The tool clearly flagged references that looked uncertain, mismatched, incomplete, or possibly hallucinated. / 工具清楚標示不確定、錯配、不完整或疑似捏造的引用。
- ☐ The export/report would help academic writing, thesis review, manuscript submission, or proposal preparation. / 匯出或報告有助於論文、學位論文、投稿或計畫書準備。

Feedback Questions / 回饋問題

Please mark one box for each item. 1 = strongly disagree, 5 = strongly agree. / 每題請勾選一格；1 = 非常不同意，5 = 非常同意。

1. The tool reduced the time needed to check whether references are real and findable. / 工具降低確認參考文獻真實性與可查性的時間。					
Response	1	2	3	4	5
作答	☐	☐	☐	☐	☐

2. The boundary review step protected me from wasting quota or analyzing the wrong reference list. / 文獻邊界檢查可避免浪費額度或分析錯誤清單。					
Response	1	2	3	4	5
作答	☐	☐	☐	☐	☐

3. The tool explained reference risk in a way that I could act on. / 工具以我能採取行動的方式說明引用風險。					
Response	1	2	3	4	5
作答	☐	☐	☐	☐	☐

4. The tool helped prevent common AI pitfalls such as fabricated references, mixed metadata, and overconfident citation claims. / 工具有助於避免捏造引用、metadata 混雜與過度自信引用等 AI 風險。

Response

作答

1	2	3	4	5
☐	☐	☐	☐	☐

5. I would use this tool in academic, hospital, or research-team work. / 我願意在學術、醫院或研究團隊工作中使用此工具。

Response

作答

1	2	3	4	5
☐	☐	☐	☐	☐

Written Comments / 書面意見

What did the tool fix well? / 工具在哪些地方修正得好？

What risk or mistake still remained? / 仍有哪些風險或錯誤？

What would make this tool more useful for students, faculty, clinicians, or researchers? /
如何讓工具更適合學生、教師、臨床人員或研究者？