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Critical Reading and Meaningful Interpretation: Literature Review and Analytical Methods for Cross-Disciplinary Knowledge Construction

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Abstract

Literature reviews are often treated as procedures for locating and summarizing prior studies, although their more consequential function is to transform dispersed claims into defensible knowledge. This conceptual article aims to clarify how critical reading, analytical treatment, meaningful interpretation, and cross-disciplinary knowledge construction can be integrated within a coherent review practice. It distinguishes review design, analytical methods, interpretive logic, synthesis, and knowledge claims, emphasizing that methodological transparency and interpretive depth are complementary rather than competing requirements.

Systematic procedures strengthen traceability, whereas interpretive approaches reveal conceptual tensions, contextual differences, alternative meanings, and assumptions that aggregative summaries may overlook. To address problems of methodological misalignment, the article proposes the Critical Reading–Analysis–Interpretation–Knowledge Construction (CRAIK) framework. CRAIK connects review framing, critical reading, analysis, interpretation, and knowledge construction with the cross-cutting principles of reflexivity, transparency, and boundary awareness. It is presented as a conceptual alignment heuristic rather than a new review method or validated assessment instrument. The framework emphasizes coherence among review purpose, corpus, analytical object, interpretive reasoning, and the scope of the resulting claims. CRAIK may support conceptual article development, postgraduate research training, peer review, and cross-disciplinary inquiry. Further research should examine its applicability, consistency, and disciplinary adaptation across diverse scholarly contexts.

Keywords: *critical reading, literature review, meaningful interpretation, cross-disciplinary knowledge construction, CRAIK framework*

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Introduction

Literature reviews are central to scholarly knowledge development because they clarify established findings, expose conceptual tensions, compare explanations, and identify questions that individual studies cannot resolve. As independent academic contributions, they may also produce conceptual distinctions, typologies, frameworks, and theoretical propositions. Their value therefore depends not only on the amount of literature collected but on how that literature is critically examined and transformed into a defensible contribution (Snyder, 2019).

Contemporary review methodology has strengthened the transparency in searching and selection through clearer reporting of databases, search terms, eligibility criteria, and screening procedures. These practices make a review traceable, but procedural systematicity does not itself ensure analytical depth or theoretical value. A review may follow an explicit search protocol and still remain descriptive, fragmented, or redundant, as demonstrated by concerns about the mass production of weakly differentiated systematic reviews and meta-analyses (Ioannidis, 2016). Conversely, interpretive flexibility does not by itself ensure methodological defensibility when the progression from selected literature to analytical categories, interpretations, and final claims remains insufficiently explicit. The methodological issue is therefore not a choice between procedural transparency and interpretive depth, but how these functions are connected within the reasoning process of a review.

The underlying difficulty is that retrieval, critical reading, analysis, interpretation, and synthesis are often treated as interchangeable. Retrieval identifies sources; critical reading interrogates their claims, evidence, assumptions, and boundaries; analysis organizes relevant material into analytical objects; interpretation explains the significance of the findings; and synthesis connects those interpretations into a broader account. Recent debate over whether literature reviews can be both systematic and interpretive confirms that transparency and interpretive judgment should be treated as complementary rather than opposing requirements (Goñi, 2026). Distinguishing these functions is important because weaknesses at different stages have different methodological consequences: an inadequately defined corpus is not the same problem as an inappropriate unit of analysis, and neither is equivalent to an interpretation that exceeds the evidence on which it is based.

The problem becomes more pronounced across disciplines. Similar terms may refer to different units of analysis, causal assumptions, or standards of evidence. Including several

disciplines therefore increases coverage without necessarily producing integration. Cross-disciplinary knowledge construction requires reviewers to compare meanings, identify epistemological tensions, and explain what is retained, translated, or reconfigured when knowledge moves between fields. Accordingly, disciplinary plurality should not itself be treated as evidence of interdisciplinary integration. A defensible cross-disciplinary review must make visible both the objects being compared and the reasoning through which conceptual similarities, differences, or incompatibilities are established.

Although substantial scholarship addresses review design, critical reading, analytical methods, interpretive synthesis, and knowledge integration, these conversations remain fragmented. Established approaches already provide important guidance for particular parts of the review process. Integrative reviewing emphasizes critique and synthesis; Critical Interpretive Synthesis supports critical reconstruction across heterogeneous literature; hermeneutic reviewing foregrounds iterative movement between searching and interpretation; and conceptual approaches provide procedures for clarifying and relating constructs. The issue addressed here is therefore not the absence of methods for reviewing literature, nor a claim that these traditions fail to involve interpretation or synthesis. Rather, the unresolved problem concerns how reviewers can make the alignment of review purpose, corpus, critical reading, analytical object, analytical treatment, interpretive reasoning, and the scope of the resulting knowledge claim sufficiently explicit and assessable.

This article addresses this methodological alignment problem by defining meaningful interpretation and proposing the Critical Reading–Analysis–Interpretation–Knowledge Construction (CRAIK) framework. CRAIK is not a new review method; it is an alignment framework that makes the progression from selected literature to knowledge claims coherent, proportionate, and traceable. Its proposed contribution lies in making relationships among methodological functions explicit so that authors and evaluators can identify where a review's reasoning becomes misaligned—for example, when the analytical method does not correspond to the unit of analysis, when interpretation is not traceable to analytical findings, or when the scope of a knowledge claim exceeds the corpus or interpretive basis from which it was developed. CRAIK is therefore presented as a conceptual heuristic that can complement, rather than replace, established review designs and synthesis methodologies.

From Critical Reading to Cross-Disciplinary Knowledge Construction

1. Literature Reviews as Knowledge-Producing Practices

A literature review becomes knowledge-producing when it reorganizes existing scholarship rather than merely reporting it. Depending on its purpose, it may aggregate findings, clarify a concept, challenge a dominant assumption, reconcile explanations, or construct a framework. An integrative review is valuable precisely because it uses critique and synthesis to generate an understanding not available from isolated studies (Torraco, 2005). Knowledge production, however, should not be inferred merely from the presence of synthesis language or a novel framework. It depends on whether the reviewer can show how selected literature has been transformed through identifiable analytical and interpretive operations into a claim that is warranted by the material examined.

This transformation begins with retrieval and selection but continues through critical reading, analysis, interpretation, and synthesis. The process is often recursive: an emerging concept may require additional searching, contradictory evidence may change a category, and a neglected disciplinary perspective may alter the review boundary. Methodological inclusiveness permits such movement, provided that major decisions remain documented and the final claims remain connected to the literature examined (Suri, 2013). Recursion therefore does not imply methodological looseness. Rather, it requires reviewers to make consequential changes in corpus boundaries, analytical categories, or interpretive decisions visible enough for readers to reconstruct the reasoning that produced the final account.

Systematicity and interpretation should consequently be treated as distinct but complementary qualities. Systematic procedures support coverage and traceability; interpretation supplies contextual and theoretical meaning. Problems arise when procedural compliance substitutes for critical engagement or when originality is used to excuse an opaque analytical pathway. Criticisms of evidence synthesis show that ignoring conceptual heterogeneity and methodological limitations can create confident but misleading conclusions (Baveye, 2025). The relevant methodological question is therefore not whether a review is “systematic” or “interpretive” in the abstract, but whether its purpose, corpus, analytical object, analytical treatment, interpretive reasoning, and resulting claim are mutually aligned.

Table 1 Functions in literature-based knowledge production

Function	Guiding Question	Primary Operation	Typical Outcome
Review design	What should the review accomplish?	Defines purpose, scope, and selection logic	Review architecture
Critical reading	What does the literature claim, assume, or omit?	Examines evidence, reasoning, context, and limits	Tensions and blind spots
Analysis	What will be examined and how?	Codes, compares, categorizes, or relates objects	Categories, themes, or relationships
Interpretation	What do the findings mean?	Connects findings with context and explanation	Interpretive claim
Synthesis	How can separate findings be connected?	Integrates, contrasts, or reconfigures findings	Synthetic account
Knowledge contribution	What is added to scholarship?	Clarifies, extends, or reframes knowledge	Typology, framework, model, or agenda

Note. The functions in Table 1 are analytical distinctions synthesized from the methodological literature discussed in this article rather than discrete stages attributed to single methodological authorities. Relevant foundations include studies on integrative reviewing, methodological inclusiveness, critical reading, analytical treatment, interpretive synthesis, and conceptual article development (Jaakkola, 2020; Suri, 2013; Torraco, 2005; Van et al., 2022; Višić et al., 2024; Zougris, 2025).

These functions overlap in practice but should not be conflated. A review design establishes the architecture of inquiry, whereas an analytical method specifies how particular objects are treated. Themes or categories do not become theoretical contributions without interpretation, and synthesis cannot be assumed merely because findings appear in the same review. Knowledge production therefore depends on alignment among purpose, corpus, analytical object, method, interpretation, and claim. These functions also operate at different methodological levels. Review design concerns the architecture and boundaries of inquiry; analysis concerns the treatment of specified objects; interpretation concerns the reasoning through which analytical findings acquire meaning; synthesis concerns the integration or reconfiguration of findings; and contribution concerns what can defensibly be added to scholarship. CRAIK does not collapse these functions into a single sequence. Instead, it examines whether the transitions among them remain explicit, traceable, and proportionate.

2. Critical Reading and the Analytical Treatment of Literature

Critical reading and literature analysis are related but distinct. Critical reading examines how claims are constructed; analytical treatment determines which elements become data and how they are compared. In scholarly writing, citation practices also

position authors within disciplinary communities and influence what becomes recognized as legitimate knowledge, so citation prominence should not be mistaken for conceptual or evidential superiority (Hyland, 1999). The distinction is methodologically important because critical reading evaluates the epistemic properties and limits of a source, whereas analytical treatment specifies how selected material is transformed into evidence for a particular review question.

For review purposes, critical reading should examine the main claim, supporting evidence, inferential logic, conceptual definition, contextual conditions, and limits of each source. It should also ask which perspectives or forms of knowledge remain absent. Such omissions may accumulate into disciplinary blind spots when dominant frameworks repeatedly exclude marginalized experiences, regional knowledge, or alternative explanatory traditions (Miriti et al., 2021). Critical reading is therefore not an adversarial search for error; it is a balanced assessment of what a text reveals, what it assumes, and where its explanatory reach ends. Its purpose is not to assign a generic quality judgment to a publication, but to determine what that source can legitimately contribute to the particular analytical and interpretive task of the review.

Formal analysis begins by defining the unit of analysis. Depending on the question, the relevant object may be a word, textual segment, category, claim, concept, argument, theory, discourse, citation relationship, or complete study. A review of how often a term appears can use words or documents, but a review of what that term means must examine definitions, attributes, and conceptual relationships. This distinction is especially important across disciplines because direct transfer can deform a concept when its original theoretical foundations are ignored (Dias & Nassif, 2013). The unit of analysis must therefore be distinguished from the broader methodological orientation or synthesis design within which that unit is examined. A coding technique, a complete synthesis approach, and a bibliometric mapping procedure may all contribute to literature-based inquiry, but they perform different methodological functions and should not be treated as equivalent entities.

Table 2 Alignment of analytical purpose, unit, methodological level, approach, and claim

Purpose	Primary Unit	Methodological Level	Suitable Approach	Defensible Claim
Clarify conceptual meaning or relations	Concepts and definitions	Analytical approach	Conceptual analysis	Clarification, differentiation, or framework
Classify textual content	Words, segments, or categories	Analytical technique	Content analysis	Distribution or structured interpretation
Identify patterned meaning	Codes and meaning units	Analytical technique	Thematic analysis	Themes relevant to the question
Examine language, legitimacy, or power	Statements and subject positions	Analytical orientation	Discourse analysis	Discursive construction of knowledge or identity
Critique categories across heterogeneous evidence	Claims, assumptions, and constructs	Synthesis methodology	Critical Interpretive Synthesis	Synthetic constructs or critical reformulation
Map intellectual structure	Publications and citation links	Quantitative mapping procedure	Bibliometric or co-citation analysis	Clusters, connections, or influence patterns
Integrate heterogeneous perspectives	Findings, concepts, and frameworks	Synthesis logic	Comparative or configurative synthesis	Similarities, differences, or integrative account

Note. The approaches listed in Table 2 function at different methodological levels and are therefore not presented as interchangeable "methods." The table distinguishes analytical techniques and orientations from synthesis methodologies, synthesis logics, and quantitative mapping procedures. The classifications are informed by methodological literature on conceptual analysis, qualitative content analysis, thematic analysis, discourse analysis, Critical Interpretive Synthesis, bibliometric analysis, and configurative synthesis (Aledavood, 2024; Braun & Clarke, 2006; Depraetere et al., 2021; Hsieh & Shannon, 2005; Jabareen, 2009; Trujillo & Long, 2018).

Methods may be combined when each has a specified role. Bibliometric analysis can map clusters, for example, while conceptual reading determines whether the clustered ideas are theoretically compatible. Because co-citation patterns vary with disciplinary conventions, quantitative proximity cannot establish conceptual equivalence by itself (Bradley et al., 2020). Similarly, a synthesis methodology such as Critical Interpretive Synthesis performs a broader function than an analytical technique such as thematic coding and should not be represented as methodologically equivalent to it. The central requirement is proportionality: descriptive coding supports claims about what appears in a corpus,

whereas theoretical explanation requires an additional and visible interpretive argument. Accordingly, CRAIK does not prescribe one preferred method. It requires the reviewer to specify which methodological function an approach performs, whether it fits the analytical object, and whether the resulting claim remains proportionate to that function.

3. Meaningful Interpretation

Analysis makes patterns and differences visible, but findings do not explain their own significance. Meaningful interpretation is used here not as a new method but as a standard for the intellectual progression from analytical findings to knowledge claims. An interpretation is meaningful when it is grounded in the corpus, sensitive to context and conceptual difference, explicit about its reasoning, responsive to alternatives, and proportionate to the evidence. Accordingly, meaningful interpretation concerns the warrant connecting an analytical result to the claim made from it, rather than the use of any particular interpretive technique.

This distinction is particularly clear in Critical Interpretive Synthesis, which treats literature as an object of inquiry and generates synthetic constructs rather than simply aggregating reported results (Dixon-Woods et al., 2006). An analytical finding may show that a concept varies across disciplines; interpretation must then explain whether the variation arises from different purposes, units, assumptions, or contexts. The pathway becomes weak when readers cannot determine whether a conclusion emerged from the corpus, an analytical method, an existing theory, or the reviewer's prior expectations. Traceability therefore requires reviewers to distinguish, as far as practicable, what was observed in the literature from the interpretive reasoning used to explain it and from any further conceptual contribution proposed by the reviewer.

Interpretation is necessarily recursive and judgment-based, yet it should remain reconstructable. A review of 212 applications of Critical Interpretive Synthesis found substantial procedural diversity, underscoring the need to report how sampling, critique, and synthetic claims are connected (Perlman et al., 2026). Hermeneutic reviewing similarly treats understanding as repeated movement between individual texts and the wider corpus; later readings may revise the meaning of earlier ones without eliminating the need for an auditable argument (Boell & Cecez-Kecmanovic, 2014). Reconstructability does not require that another reviewer reproduce an identical interpretation; rather, it requires sufficient visibility of the evidential and inferential pathway for readers to examine how that interpretation was reached.

Different interpretive logics can serve different purposes. Induction develops patterns from the corpus, deduction examines literature through an existing framework, and abduction seeks the most plausible theoretical explanation for an unexpected pattern. Abductive reasoning is especially useful for conceptual innovation because it moves iteratively between observations and theory rather than merely applying established categories (Timmermans & Tavory, 2012). Critical interpretation examines power and exclusion, while reflexive interpretation makes the reviewer's own position part of methodological accountability. Interpretive approaches may also recognize emotional and affective dimensions that conventional synthesis leaves invisible, provided that their analytical role is made explicit (McFerran et al., 2017). These logics need not be mutually exclusive, but the reviewer should indicate which logic is doing the principal inferential work and how alternative interpretations were considered or bounded.

Meaningful interpretation can be assessed through eight connected qualities: evidential grounding, conceptual clarity, contextual sensitivity, logical coherence, consideration of alternatives, reflexive transparency, boundary awareness, and interpretive proportionality. These qualities are proposed as interconnected appraisal dimensions synthesized from the methodological concerns developed in the preceding discussion rather than as statistically independent constructs or a validated measurement scale. Evidential grounding concerns the connection between interpretation and the examined corpus; conceptual clarity concerns consistency in the use and differentiation of concepts; contextual sensitivity preserves disciplinary, historical, or situational conditions; logical coherence concerns the intelligibility of the inferential pathway; consideration of alternatives requires plausible competing readings to be acknowledged; reflexive transparency identifies the reviewer's interpretive role; boundary awareness specifies where an interpretation may cease to apply; and interpretive proportionality requires the strength and scope of a claim to remain commensurate with its evidential and analytical basis. These criteria reject both unrestricted subjectivity and mechanical proceduralism. Interpretation is neither a private impression nor an automatic output of coding; it is a reasoned construction that readers can examine, question, and develop further. They are therefore intended as prompts for methodological appraisal rather than as a numerical quality score.

4. Cross-Disciplinary Knowledge Construction

The terms "multidisciplinary", "interdisciplinary", and "transdisciplinary" describe different depths of engagement. Multidisciplinary work places disciplinary contributions in

parallel; interdisciplinary work integrates concepts, methods, or theories; and transdisciplinary work moves beyond academic boundaries and may incorporate practitioner or community knowledge (Choi & Pak, 2006). This article uses *cross-disciplinary* as an umbrella term while requiring authors to state the actual depth of integration achieved. The term therefore identifies the presence of disciplinary boundary crossing without presuming that full conceptual or epistemological integration has occurred.

Cross-disciplinary knowledge construction begins with conceptual translation. Shared terminology does not demonstrate shared meaning: a concept may refer to a variable in one discipline, an interpretive category in another, and a normative principle in a third. Reviewers must compare definitions, units, assumptions, and explanatory roles before deciding whether concepts are equivalent, complementary, conflicting, or incommensurable. Transdisciplinary framing is therefore a process of bridging domains while preserving the multidimensional character of information (Díaz Nafría & Salto Alemany, 2011). This comparison should precede integration because lexical similarity alone cannot justify treating concepts as analytically interchangeable.

Epistemological differences further complicate integration. Disciplines may privilege measurement, situated meaning, causal explanation, critique, or transformation. These orientations can be complementary when each addresses a different dimension of a problem, but they should not be converted into a single evidential standard. Hybrid methodology and plural epistemology are valuable because they make situated knowledge visible while retaining the tensions among research traditions (Nightingale, 2016). Where standards of evidence are incompatible, a defensible review may preserve the difference rather than force an artificial synthesis.

Integration should produce coherence without reduction. Reviewers must state whether they are integrating concepts, evidence, mechanisms, methods, values, or stakeholder knowledge and show how the synthesis was constructed. The Inventory of Synthesis demonstrates that an integrated product should be examined alongside the methods used to create its epistemic structure (Defila & Di Giulio, 2015). More recent work describes integration as a multidimensional process involving knowledge types, competencies, actors, stages, structures, contexts, and outcomes (Punjabi et al., 2025). Accordingly, integration should be evaluated not only by the coherence of its final product but also by the transparency of the transformations through which disciplinary material was selected, compared, retained, modified, or excluded.

Cross-disciplinary synthesis may consequently range from juxtaposition and comparison to conceptual translation, integration, and reconfiguration. These are not compulsory steps in a hierarchy. Sometimes the most defensible contribution is to show why integration is premature. Where integration is possible, tracking how ideas are selected, modified, and connected helps distinguish a genuine synthesis from parallel disciplinary summaries (Budd, 2018). Integration is also an information practice shaped by how knowledge is represented, exchanged, negotiated, and legitimized across communities (Zogheib, 2026). The depth of integration claimed should therefore correspond to the actual intellectual operation performed. Comparison should not be described as integration, and conceptual translation should not be represented as theoretical unification unless the underlying assumptions have also been reconciled.

The outcome may be conceptual clarification, a taxonomy, a multilevel explanation, an integrative framework, or a reconfigured research agenda. Its credibility depends on whether readers can identify what was connected, how differences were addressed, and why the resulting understanding exceeds the sum of its disciplinary parts. Where such integration cannot be defended, identifying the boundaries or incommensurabilities among disciplinary perspectives may itself constitute a legitimate knowledge contribution.

5. The CRAIK Framework

The Critical Reading–Analysis–Interpretation–Knowledge Construction (CRAIK) framework integrates the preceding argument. It is an alignment framework rather than a review protocol. It can accompany systematic, integrative, conceptual, critical, hermeneutic, or scoping designs when their contribution depends on interpretation or cross-disciplinary synthesis. CRAIK is therefore not proposed as an alternative to these established approaches. Its intended function is to make visible whether the intellectual transitions among review design, critical engagement, analytical treatment, interpretation, and knowledge claims remain methodologically coherent.

The framework was conceptually derived by differentiating recurring methodological functions identified across the bodies of literature discussed in the preceding sections and then examining the relationships required for a defensible progression from selected literature to knowledge claims. The five domains represent functional distinctions rather than newly invented methodological stages: framing establishes the conditions of inquiry; critical reading interrogates the evidential and conceptual properties of sources; analysis transforms selected material into analytical findings; interpretation establishes

warranted meaning; and knowledge construction determines what contribution can proportionately be claimed. Reflexivity, transparency, and boundary awareness were retained as cross-cutting principles because they apply across, rather than exclusively within, these functions. The framework is therefore a conceptual synthesis and appraisal heuristic whose usefulness requires further application and evaluation.

CRAIK contains five connected domains. Review framing defines the purpose, corpus, boundaries, and intended contribution. Critical reading interrogates claims, evidence, assumptions, contexts, omissions, and limits. Analytical treatment identifies the unit of analysis and selects a method appropriate to that object. Meaningful interpretation explains how analytical findings acquire significance through an explicit interpretive logic. Knowledge construction converts the interpreted findings into a proportionate contribution and, where relevant, clarifies how disciplinary knowledge has been translated or integrated. Reflexivity, transparency, and boundary awareness operate across all five domains. The domains should not be interpreted as equivalent methodological entities: review framing concerns design, critical reading concerns epistemic examination, analytical treatment concerns the handling of specified objects, interpretation concerns inferential reasoning, and knowledge construction concerns the scope and form of scholarly contribution. Their value within CRAIK lies in the alignment among these functions rather than in their treatment as a uniform sequence of techniques.

The framework illustrated in Figure 1 is iterative rather than strictly linear. Critical reading may reveal a missing disciplinary perspective; analysis may expose an unstable definition; interpretation may require the corpus to be reconsidered. Iteration is methodologically defensible when the reviewer records why a decision changed and how the change affected the resulting claim. Movement may therefore occur in both directions among the domains. A revised interpretation may require renewed analysis; analytical contradiction may require further critical reading; and an emerging knowledge claim may expose limitations in the original framing or corpus. Such iteration remains accountable when consequential revisions are documented and their implications for subsequent analytical and interpretive decisions are made explicit.

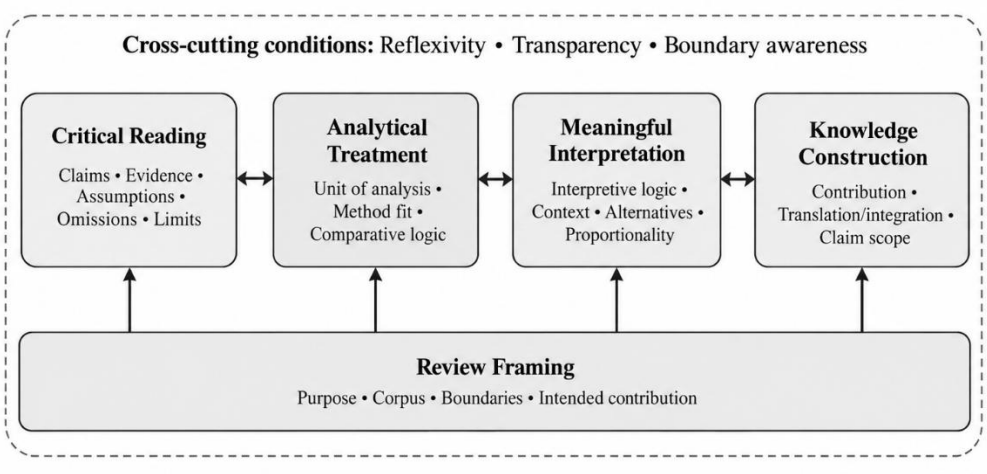


Figure 1 The Critical Reading–Analysis–Interpretation–Knowledge Construction framework
Source: Adapted by authors.

Conclusion

This article proposes CRAIK as a conceptual alignment framework for conducting literature reviewing, emphasizing the movement from source selection to defensible knowledge claims. Its contribution lies in distinguishing critical reading, analysis, interpretation, synthesis, and knowledge construction as related but non-equivalent functions and in making their alignment more explicit. Meaningful interpretation is treated as evidentially grounded, context-sensitive, logically coherent, reflexive, and proportionate, while cross-disciplinary integration is understood as a traceable process rather than an automatic consequence of using literature from multiple fields.

CRAIK therefore shifts attention from compliance with a named review method toward coherence among review framing, analytical treatment, interpretation, and claim. It may help authors identify where methodological misalignment occurs and support reviewers and editors in evaluating conceptual and interpretive work without requiring it to imitate empirical research.

Generative AI reinforces the importance of this distinction. AI can assist with searching, screening, extraction, classification, and preliminary pattern identification, but its suitability depends on review purpose and stage (Wagner et al., 2026). Researchers must retain responsibility for source verification, conceptual definition, interpretation, and final claims, while reporting how AI systems were used (Chauhan et al., 2026). Governance frameworks may support responsible adoption, but epistemic accountability remains with researcher (Rahman, 2025).

CRAIK is intended primarily for conceptual, integrative, critical, hermeneutic, and cross-disciplinary reviews and does not replace method-specific requirements for systematic reviews, meta-analysis, risk-of-bias assessment, or scoping-review reporting. It should be understood as a conceptually derived heuristic rather than a validated instrument. Further research should examine its applicability across disciplines, review traditions, and editorial settings, including how AI-assisted reviewing affects interpretive transparency and traceability.

Recommendations and Implications

The CRAIK framework should be applied as a flexible guide rather than a rigid sequence or standardized checklist. Researchers should clarify the review purpose, corpus, boundaries, analytical object, and intended contribution before selecting analytical and synthesis approaches. Interpretive decisions and conceptual integrations should remain traceable to the literature examined.

In cross-disciplinary reviews, authors should document how concepts are compared, translated, integrated, or retained as distinct, while maintaining reflexivity, transparency, and boundary awareness. Source-based findings, authors interpretations, and newly proposed conceptual contributions should be distinguished clearly.

Practically, CRAIK may support postgraduate research training, conceptual article development, peer review, and interdisciplinary research collaboration. Its use should nevertheless be adapted to disciplinary conventions and further evaluated across different review types and scholarly contexts.

Author Contributions

Taisith Kruasom: Conceptualization, Methodology, Investigation, Formal Analysis, Project Administration, Visualization, Writing – Original Draft, and Writing – Review & Editing. **Kanjana Kumsap**: Investigation, Validation, and Writing – Review & Editing.

Declarations

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Conflict of Interest

The authors declare no conflict of interest.

Use of Artificial Intelligence

The authors used ChatGPT (OpenAI, 2025) solely to support writing, including language refinement, grammar checking, and manuscript organization. AI was not used to generate core academic content, write the abstract, analyze data, or draw research conclusions. All academic content, sources, arguments, interpretations, and conclusions were independently developed, verified, and approved by the authors, who take full responsibility for the accuracy, originality, and integrity of the manuscript.

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