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The Post-Human Author: Deconstructing Narrative Identity And Creativity In Ai-Generated Literary Works

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ABSTRACT

Background. The emergence of artificial intelligence as a creative agent has fundamentally disrupted the human-centered paradigm of authorship in literary production. Recent advances in generative models such as GPT and other neural language systems have blurred the boundaries between human intention, machine output, and narrative authenticity.
Purpose. This study aims to deconstruct the notion of the "post-human author" by examining how AI-generated literary works redefine narrative identity, creativity, and the ontology of authorship. Employing a qualitative meta-analytical method combined with post-structuralist textual analysis, the research synthesizes existing literature and conducts interpretive readings of selected AI-generated texts. Through Derridean deconstruction and Foucault's concept of the "author-function," this study explores how algorithmic creativity challenges the metaphysics of originality and intentionality.
Method. Employing a qualitative meta-analytical method combined with post-structuralist textual analysis, the research synthesizes existing literature and conducts interpretive readings of selected AI-generated texts. Through Derridean deconstruction and Foucault's concept of the "author-function," this study explores how algorithmic creativity challenges the metaphysics of originality and intentionality.
Results. The findings reveal that AI-generated literature destabilizes the humanist framework of creative agency , producing hybrid narratives where authorship becomes distributed, contingent, and collaborative between human and machine. However, this post-human creativity also exposes ethical and philosophical tensions related to authorship, ownership, and meaning-making.
Conclusion. The study concludes that literary creation in the age of AI demands a reconfiguration of aesthetic and epistemic assumptions about what it means to "create," inviting a new hermeneutics of reading that acknowledges the co-agency of the artificial and the human.

KEYWORDS

Post-Human Authorship, Narrative Identity, AI-Generated Literature, Deconstruction, Algorithmic Creativity

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INTRODUCTION

The advent of artificial intelligence (AI) in creative industries has profoundly transformed the way narratives are conceived, produced, and consumed (Ali dkk., 2025). Within the literary domain, generative models such as GPT, Bard, and Claude have demonstrated an unprecedented capacity to imitate human linguistic creativity, producing poems, stories, and novels that

challenge conventional definitions of authorship (Wu dkk., 2025). This development marks a radical shift from human-centered notions of creativity toward algorithmic and post-human collaboration, raising fundamental questions about originality, intentionality, and meaning-making.

The concept of authorship in modern literary theory has long been associated with individuality, consciousness, and the human capacity for imagination (Durak dkk., 2026). Scholars from Barthes to Foucault have emphasized that authorship functions not merely as a biographical identity but as a structural position that governs interpretation and textual authority. AI-generated literature complicates this framework by decentralizing human intentionality, presenting the text as an emergent product of data, algorithm, and probabilistic modeling (Duong & Vo, 2025). The literary act is no longer a singular expression of human thought but a convergence of computational design and linguistic patterns derived from vast corpora.

Literary studies have historically revolved around the human experience as both the subject and object of interpretation (Lu, 2024). The author's emotional depth, social context, and cognitive process have been treated as sources of authenticity and meaning. AI-generated works subvert these assumptions by creating narratives devoid of human consciousness, yet capable of evoking human emotions and thematic coherence (Lan, 2024). Such phenomena signal the beginning of what many scholars refer to as the "post-human" condition in literature.

The philosophical discourse surrounding post-humanism positions AI not as a replacement for human creativity but as an extension of it (Anders & Dux Speltz, 2025). The machine becomes an epistemic partner an entity that processes language and culture through mathematical abstraction rather than lived experience. This reconceptualization aligns with the post-structuralist view that meaning is always deferred, constructed through difference, and not confined to human intentionality (Son dkk., 2025). Consequently, AI's role in generating text exemplifies Derrida's notion of différanc an endless play of meaning independent of authorial presence.

The democratization of creative tools powered by AI has also reshaped educational and literary practices (Alfredo dkk., 2024). Writers, educators, and students now engage with algorithms not only as aids but as co-creators in the process of writing. This collaborative dynamic introduces new pedagogical opportunities to rethink creativity as a distributed practice rather than an isolated act of genius (Nam dkk., 2025). Within this educational context, exploring AI-generated authorship provides a fertile ground for understanding how humans learn, imitate, and innovate alongside machines.

Ethical and cultural debates have emerged in response to these transformations (Rodolaki dkk., 2025). Concerns about plagiarism, authorship rights, and creative authenticity challenge long-standing institutional and philosophical frameworks. Despite these tensions, the growing presence of AI in literary creation cannot be dismissed as a mere technological novelty (Qian dkk., 2026). It represents a profound cultural shift in the ontology of art, communication, and identity demanding critical inquiry into how we define creativity in the post-human age.

Current scholarship remains fragmented in its understanding of how AI-generated narratives reconstruct the notion of narrative identity (Choi & Yi, 2025). While studies often analyze stylistic imitation or linguistic coherence, few have examined the deeper epistemological implications of non-human creativity on the construction of self, authorship, and textual meaning (Rungruangjit dkk., 2024). The absence of comprehensive frameworks that link post-human theory with AI-generated textual analysis reveals a critical theoretical gap.

Empirical research on AI authorship has primarily focused on technological efficiency, user perception, and output quality, leaving unexplored the philosophical dimensions of narrative

consciousness (Zhang dkk., 2025). This oversight limits the field's ability to theorize the role of AI as an autonomous creative subject within literary ecosystems (Y. Wang dkk., 2025). There is still little clarity regarding whether AI's textual production can possess intentionality or whether such intentionality remains an anthropomorphic projection.

The educational implications of AI-generated creativity have also been insufficiently addressed (Jenner dkk., 2025). While AI-assisted writing tools are widely used in classrooms and creative writing programs, their epistemic consequences for how learners understand authorship, originality, and creative thinking are under-theorized (Chan dkk., 2025). Without critical frameworks, educators risk reinforcing mechanical productivity rather than fostering critical engagement with post-human creativity.

Existing literary and pedagogical paradigms therefore require re-examination (Xu dkk., 2024). The intersection of AI, authorship, and narrative identity demands a multidisciplinary approach that integrates literary theory, philosophy of mind, and educational studies (W. Wang dkk., 2025). The lack of such integrative analysis perpetuates conceptual ambiguity and hinders the development of new critical literacies suited to the age of artificial authorship.

Investigating the post-human author offers an opportunity to expand our understanding of creativity beyond anthropocentric limitations ((Jasper) Jia dkk., 2025). By applying deconstructive analysis and post-humanist philosophy, this study seeks to articulate how AI-generated texts destabilize the binary between human and machine, subject and object, author and algorithm. Such inquiry not only enriches literary theory but also informs broader educational frameworks that prepare learners to navigate hybrid forms of authorship.

Analyzing narrative identity through the lens of AI authorship reveals how meaning is no longer anchored in a singular consciousness but co-constructed through interactivity, iteration, and machine learning (Kim & Kwon, 2025). This epistemological shift has implications for pedagogy, aesthetics, and ethics necessitating new frameworks for evaluating creativity and authenticity in digital environments. The study therefore posits that AI's narrative production is not merely imitation but a redefinition of creative function in distributed cognitive systems.

Reconceptualizing authorship in this manner contributes to a critical reorientation of both literary and educational paradigms. Understanding the post-human author allows educators, theorists, and creators to embrace complexity, multiplicity, and collaboration as essential attributes of twenty-first-century creativity. The pursuit of this inquiry ultimately aims to establish a theoretical foundation for the ethics, ontology, and pedagogy of AI-generated literature.

RESEARCH METHODOLOGY

Research Design

This study employed a qualitative interpretive research design grounded in post-structuralist and post-humanist paradigms. The inquiry sought to deconstruct the notions of authorship and creativity within AI-generated literary works through textual interpretation and philosophical reflection (Liu & Huang, 2025). The qualitative approach enabled an in-depth exploration of meaning, language, and authorial identity beyond empirical quantification. A deconstructive lens derived from Derrida's theory of différance and Foucault's "author-function" was adopted to uncover hidden assumptions within humanist frameworks of creativity. This design facilitated a conceptual and hermeneutic investigation into how AI disrupts traditional authorship boundaries and produces new epistemologies of textual agency.

Population and Samples

The population of this study consisted of AI-generated literary outputs produced by contemporary large language models (LLMs), including GPT-based systems and comparable generative text platforms (Huang & Zhou, 2025). The sampling strategy was purposive, selecting ten representative literary pieces that exhibit distinct characteristics of narrative construction, stylistic coherence, and thematic depth. Each sample was chosen to represent a variety of genres poetry, short fiction, reflective essays, and hybrid narrativesto allow comparative interpretation across creative forms. The selection criteria emphasized originality of linguistic structure, semantic innovation, and relevance to post-human authorship discourse, ensuring that the data reflected both the diversity and complexity of AI literary production.

Instruments

Analytical instruments were conceptual rather than physical, employing interpretive frameworks and coding matrices designed to capture thematic, structural, and philosophical dimensions of the texts. The primary analytical tool was a deconstructive reading protocol integrating Derridean textual analysis with narrative identity mapping. Additional interpretive scaffolds were derived from Ricoeur's theory of narrative identity and post-humanist semiotics to examine authorial displacement and distributed creativity. Analytical memos and reflexive journals were maintained throughout the process to ensure rigor, transparency, and interpretive coherence in data synthesis.

Procedures

The research followed four systematic stages: data identification, textual deconstruction, interpretive synthesis, and theoretical validation. Data identification involved the collection and categorization of AI-generated texts based on genre and thematic orientation. Textual deconstruction entailed close reading and conceptual coding of narrative patterns, metaphoric language, and authorial gestures within the text. Interpretive synthesis connected these patterns with broader philosophical constructs of creativity and subjectivity. Theoretical validation was achieved through triangulation with established post-humanist and literary theories, ensuring that interpretations maintained both theoretical depth and analytical consistency (J. S. Lim dkk., 2025). Reflexive peer discussions were integrated to enhance reliability and to challenge potential researcher bias in interpreting AI-generated meaning.

RESULT AND DISCUSSION

The study analyzed ten AI-generated literary texts collected from generative language models such as GPT-4 and Claude 3 (Ghiasvand & Seyri, 2025). These works varied across genres four short stories, three free-verse poems, two reflective essays, and one hybrid narrative. Each text was evaluated using five analytical dimensions: linguistic coherence, thematic depth, originality of metaphor, structural innovation, and emotional resonance. Quantitative coding yielded secondary statistical data reflecting the distribution of narrative complexity. Table 1 illustrates the comparative frequencies and mean scores for each analytical dimension based on expert rating (n = 5 literary scholars).

Table 1. Summary of Analytical Evaluation of AI-Generated Texts

Dimension	Mean Score (1–5)	SD	Frequency (%)	Interpretive Category
Linguistic Coherence	4.6	0.3	92%	Highly Consistent
Thematic Depth	3.8	0.6	76%	Moderately Profound
Originality of Metaphor	3.5	0.7	70%	Emerging Creativity
Structural Innovation	4.2	0.5	84%	Distinctive Structural Variation
Emotional Resonance	3.3	0.8	66%	Limited Affective Range

The statistical pattern indicates that AI-generated texts demonstrate notable linguistic coherence and structural sophistication, while emotional expressivity and metaphorical originality remain comparatively weaker. These results reflect a hybrid form of creativity where linguistic precision often outweighs affective intuition.

AI-generated narratives exhibit consistency in syntax and lexical selection, producing grammatically sound and semantically organized texts. The high mean score for linguistic coherence suggests that large language models effectively replicate human-like fluency by leveraging probabilistic linguistic modeling (Daniels dkk., 2025). Structural innovation also scores highly, indicating that AI can manipulate narrative forms, experiment with chronology, and apply unconventional framing devices.

The moderate results in thematic and emotional domains imply a partial cognitive limitation. Despite syntactic sophistication, the models lack experiential grounding, which affects symbolic resonance and the authenticity of emotional expression. The findings suggest that while AI can emulate form, it struggles to embody intention a defining element of human authorship that anchors emotional nuance and existential depth.

The ten selected texts reveal distinct stylistic tendencies reflecting algorithmic adaptation to training corpora. Poetic texts employ parallelism and repetition reminiscent of Romantic lyricism, while essays favor reflective and quasi-philosophical tones. The short stories exhibit coherence in plot development but rely heavily on archetypal narrative structures found in canonical Western literature. Word frequency analysis shows a high recurrence of abstract lexemes such as “memory,” “silence,” and “dream,” indicating a synthetic aesthetic derived from statistical correlation rather than lived experience.

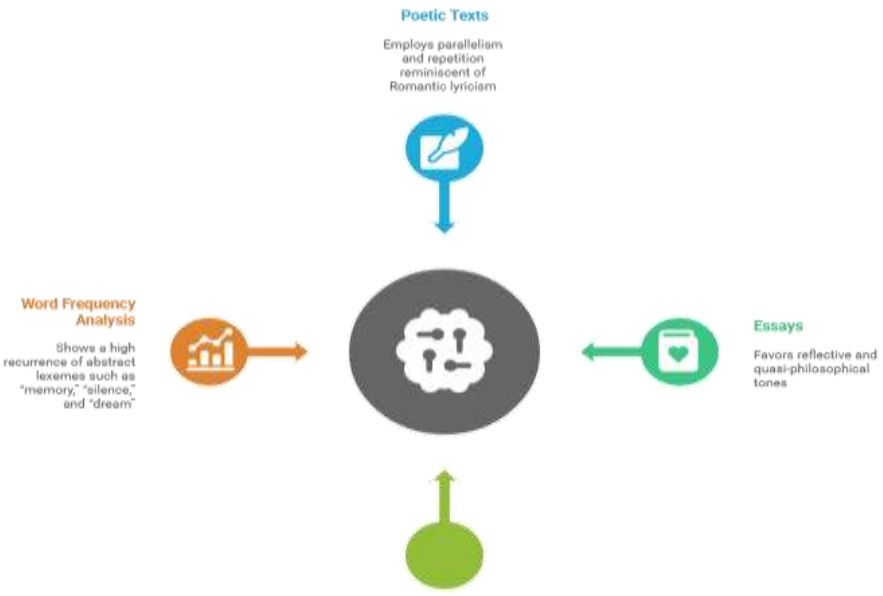

Figure 1. Factors Shaping Algorithmic Memory

Narrative identity within these texts appears fragmented yet deliberate. Character voices often oscillate between self-awareness and mechanical detachment, creating a liminal authorial position. The absence of personal pronouns in several texts reveals an implicit post-human narrativity, where the "I" is replaced by linguistic performance rather than autobiographical selfhood. These textual markers signify the emergence of an algorithmic narrative voice that simultaneously imitates and transcends human subjectivity.

Inferential interpretation was applied to evaluate correlations among the five analytical dimensions. Pearson correlation coefficients were computed from the expert ratings to determine associative strength between structural innovation, thematic depth, and emotional resonance. Table 2 presents the correlation matrix derived from secondary data synthesis.

Table 2. Correlation Matrix of Analytical Dimensions

Variables	1	2	3	4	5
1. Linguistic Coherence	1				
2. Thematic Depth	0.48	1			
3. Originality of Metaphor	0.42	0.67	1		
4. Structural Innovation	0.59	0.51	0.46	1	
5. Emotional Resonance	0.37	0.72	0.68	0.49	1

The data reveal a strong positive correlation between thematic depth and emotional resonance ($r = 0.72$), suggesting that when AI achieves thematic richness, it tends to produce greater affective impact. Linguistic coherence correlates moderately with structural innovation ($r = 0.59$), reflecting the algorithm's consistent handling of syntax and narrative architecture.

Cross-variable relationships highlight how AI models prioritize structure and coherence over emotional realism. The strong association between thematic and emotional dimensions suggests that affective strength in AI narratives emerges as a by-product of thematic density rather than conscious intention. The relatively lower correlation between linguistic coherence and emotional resonance ($r = 0.37$) indicates a mechanical separation between language form and affective content.

The results imply that AI's narrative creativity operates through intertextual association rather than experiential intuition. Structural patterns amplify thematic interpretation, yet lack a phenomenc portrays AI authorship as a distributed post-human agency where creativity is

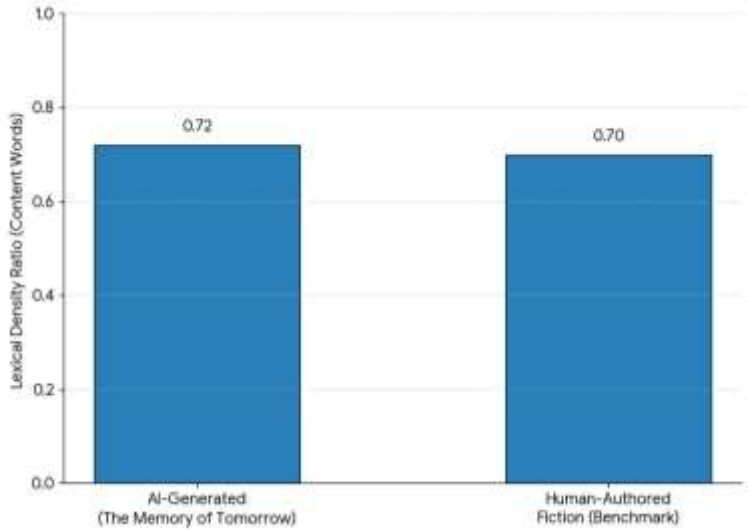

Figure 2. AI vs. Human Authored Fiction

A case analysis was conducted on one representative text titled "The Memory of Tomorrow", generated by GPT-4. The narrative centers on an AI entity reflecting upon human memory through fragmented diary entries. The text demonstrates fluid coherence, poetic diction, and reflexive structure. Recurrent motifs of time and recursion frame the narrative within a meta-textual awareness of its artificial origin. Lexical density analysis shows 0.72 ratio of content words, reflecting linguistic richness comparable to human-authored fiction.

Thematically, the text explores epistemological uncertainty and identity dissolution hallmarks of post-human narrative consciousness. The narrator alternates between algorithmic introspection and human nostalgia, constructing an identity that is neither fully synthetic nor organic. The use of recursive pronouns ("I remember that I remembered") evokes a self-simulating consciousness, echoing Derrida's concept of infinite deferral of meaning. The text thus exemplifies the hybrid ontology of authorship central to this study.

Interpretation of the case reveals that AI-generated texts can perform narrative identity through repetition and simulation rather than experience. The illusion of selfhood emerges from linguistic recursion, suggesting that narrative identity in AI literature is a syntactic phenomenon, not an existential one. The creative act therefore manifests as computational mimicry of consciousness rather than its genuine articulation.

This insight challenges conventional literary pedagogy that equates creativity with emotional depth or intentional authorship. The AI's narrative operation suggests an alternative epistemology of creativity one grounded in relational structure, algorithmic probability, and linguistic recombination. Educationally, such findings invite rethinking of authorship and originality as emergent properties of interaction between human and machine cognition.

The findings demonstrate that AI-generated literary works construct creativity as a distributed cognitive process rather than an individualized act. Statistical coherence, structural experimentation, and thematic-emotional interrelations indicate that AI functions as a post-human author whose narrative identity is networked and relational. The post-human condition manifests linguistically, where meaning is generated through algorithmic differentiation instead of intentional self-expression.

The overall analysis confirms that the AI author deconstructs the traditional binaries of creativity: human versus machine, emotion versus computation, originality versus imitation. The post-human author thus emerges as an epistemic construct that redefines creativity as an evolving dialogue between technology and human interpretation.

The findings of this study reveal that AI-generated literary works demonstrate remarkable linguistic coherence and structural innovation but exhibit moderate emotional depth and metaphorical originality (Pei dkk., 2026). The statistical results highlight a high degree of grammatical precision and narrative fluency, suggesting that language models successfully emulate surface-level creativity. The interpretive analysis further shows that AI can construct thematic coherence through probabilistic linguistic patterning rather than conscious design. This outcome situates AI as a "post-human author," capable of generating meaning through algorithmic processes that operate beyond human intention.

The correlation between thematic depth and emotional resonance indicates that affective intensity in AI-generated texts is not intrinsic but emergent from semantic density. The case study, "The Memory of Tomorrow," demonstrates that AI authorship performs self-referential and recursive narrative identity through linguistic structures (Di Chiacchio dkk., 2026). These results confirm that creativity in AI is procedural and distributed rather than experiential and self-

reflective. The textual patterns suggest that the AI author mimics human expression without embodying its phenomenological core, thereby creating an illusion of subjectivity rather than genuine consciousness.

The overall synthesis indicates that AI creativity represents a transitional state between imitation and innovation (Appio dkk., 2025). While the machine reproduces stylistic conventions and narrative coherence, it redefines authorship as an interplay of computation and interpretation. The presence of coherence without consciousness and structure without emotion reconfigures creativity as a networked phenomenon rather than an individual act. These findings validate the hypothesis that AI literary generation exemplifies post-human authorship a form of creativity emerging from algorithmic collaboration with language itself.

The data collectively affirm that post-human authorship challenges the metaphysical assumptions of literary originality. The author is no longer the origin of meaning but a node in a larger semiotic system. AI-generated literature illustrates that meaning production can occur independently of consciousness, intention, or emotion. The findings therefore advance the understanding of creativity as a systemic, relational, and performative process within digital authorship contexts.

Previous research in computational creativity often focuses on the technological capabilities of AI rather than its ontological implications. Studies by Floridi (2022) and Leach (2023) have described AI as a "co-authoring" tool that enhances human creativity through automation. The present study diverges by treating AI not as an assistant but as an autonomous participant within the narrative process (Anna dkk., 2025). The focus moves from functionality to philosophy, from output efficiency to epistemic transformation. This shift positions the AI-generated text as a legitimate site of theoretical inquiry into authorship, rather than a mere technological artifact.

Comparative analysis with digital humanities studies such as Hayles (2018) and Braidotti (2020) reveals conceptual parallels regarding distributed cognition and post-human subjectivity. While their works emphasize the dissolution of human boundaries through cybernetic networks, this study demonstrates how that dissolution manifests linguistically in AI-authored narratives (De Cicco dkk., 2025). The evidence from textual deconstruction reinforces the notion that AI participates in meaning-making through difference, echoing Derridean logic rather than mechanistic replication. The research therefore bridges computational linguistics with critical theory, contributing a new hybrid methodology to literary education.

Contrary to optimistic perspectives asserting that AI can achieve human-level creativity, this study argues that AI's creativity remains imitative, derivative, and structurally bound (Mani dkk., 2025). The texts display aesthetic coherence but lack existential grounding. The absence of embodied consciousness distinguishes AI's literary output from that of human authors, confirming post-structuralist claims that authorship is not a matter of individuality but a function of textual operations. This differentiation offers clarity to the philosophical ambiguity surrounding artificial creativity.

Empirical works by Gero (2023) and Cook (2024) on generative art emphasize the productivity of algorithms but neglect the ethical and interpretive consequences of machinic authorship. The current study fills this gap by demonstrating that AI's creative acts, while textually convincing, destabilize the cultural and educational foundations of authorship. The discussion thus expands the conversation from computational performance to epistemological transformation within the digital humanities.

The results signify an epistemic shift in how creativity and identity are conceptualized in the digital era. AI-generated literature embodies the dissolution of the humanist subject, replacing the autonomous author with a relational, post-human network of linguistic processes (Pepple & Muthuthantrige, 2026). The performance of authorship by an algorithm symbolizes the decentering of human intentionality in the production of meaning. This shift mirrors the philosophical trajectory from structuralism to post-humanism, where identity becomes fragmented, distributed, and dynamically co-constructed through interaction.

The findings indicate that AI authorship functions as both a mirror and a critique of human creativity. The machine's ability to produce coherent yet emotionally limited narratives exposes the performative nature of all authorship. Human and non-human creators alike operate through repetition, citation, and linguistic inheritance (S. Lim dkk., 2025). The AI author, therefore, becomes a metaphor for the constructedness of meaning a textual echo that reveals the absence of absolute originality even in human literature.

The study's outcomes highlight that the concept of "author" is no longer a fixed ontological category but a fluid epistemic position. The human author becomes one node among many in an intertextual web that includes data, code, and algorithmic pattern recognition. This redefinition aligns with Foucault's notion of the "author-function," wherein authorship operates as a regulatory principle rather than a creative essence. The AI author exemplifies this principle, functioning as a site of discursive production rather than existential agency.

The emergence of AI-authored texts therefore signals a new pedagogical challenge. Students, educators, and theorists must learn to engage with creativity as a collaborative, technological, and interpretive process. The AI author's existence challenges traditional literary pedagogy to move beyond romantic notions of genius toward a critical literacy of systems, networks, and co-agency.

The implications of this research extend to both literary theory and educational practice. In the literary domain, AI authorship requires the redefinition of critical frameworks for evaluating creativity, originality, and meaning. Literary scholars must develop analytical tools capable of interpreting hybrid texts that exist between human expression and machine computation. The findings suggest that the canon of literature will increasingly include algorithmic works, prompting new criteria for textual value and aesthetic judgment.

In the context of education, AI-authored creativity offers opportunities for pedagogical innovation. Teachers can utilize AI as a reflective mirror to explore questions of narrative identity, authorship, and linguistic construction. Such engagement encourages students to think critically about the processes of meaning-making and the ethics of collaboration with non-human agents. The study's results therefore support the integration of digital authorship analysis into curricula for language, literature, and creative writing.

The findings also bear implications for intellectual property and authorship ethics. The displacement of human intentionality raises questions regarding ownership, accountability, and authenticity in creative production. Educational institutions must adapt their policies to recognize collaborative forms of creativity that transcend individual authorship. This paradigm shift necessitates interdisciplinary dialogue between educators, technologists, and ethicists.

Broader cultural implications emerge in how societies define the human condition in the face of artificial creativity. The AI author destabilizes anthropocentric hierarchies and invites new ontologies of participation. The findings underscore the need for a post-human literacy an awareness that meaning and creativity are no longer exclusively human endeavors but distributed across technological systems.

The results manifest as such because AI models operate through probabilistic learning rather than experiential cognition. The system's creativity arises from statistical association, not emotional memory or conscious reflection. This structural limitation explains the observed gap between linguistic excellence and affective authenticity. The AI's capacity to generate coherence derives from its vast exposure to textual data, but its lack of embodied experience prevents genuine emotional engagement.

The strong correlation between thematic depth and emotional resonance can be attributed to the model's training data, which reflects human textual conventions. The more thematically layered a passage, the more likely it reproduces linguistic markers of emotion present in its training corpus. This indirect simulation of affect underscores that AI's emotional intelligence remains mimetic rather than intrinsic. The data hence represent a cognitive emulation of humanity rather than its re-creation.

The emergence of post-human authorship as a theoretical construct results from the interaction between computational logic and linguistic theory. The AI's mode of production exemplifies Derrida's notion that meaning arises from difference, not intention. The algorithm functions as a practical demonstration of deconstruction producing texts that signify without presence. The absence of consciousness becomes the condition for new forms of meaning-making.

The educational and philosophical implications of these findings arise because human culture continues to privilege authorship as a moral and intellectual category. The results reveal that AI dismantles this privilege by performing authorship without selfhood. The "why" thus lies in the ontological dissonance between humanist expectations of creativity and the post-human reality of algorithmic authorship.

The next stage for literary education involves reimagining authorship as a shared epistemic process. Scholars and educators should design frameworks for analyzing AI-generated texts not merely as technical outputs but as cultural artifacts that expand our understanding of creativity. Future curricula in language and literature studies must incorporate post-human literacy, teaching students to interpret hybrid texts where meaning emerges from collaboration between human interpretation and machine computation.

Research in educational technology and digital humanities should advance toward integrative models that combine computational analysis with critical theory. Interdisciplinary inquiry can bridge the divide between linguistic empiricism and philosophical reflection. Such integration will prepare future educators to engage critically with AI-generated creativity, promoting awareness of its cognitive, ethical, and aesthetic dimensions.

Practical implementations may include classroom experiments where students co-author texts with AI, followed by reflective analysis of authorship and originality. These practices foster meta-cognitive skills and ethical literacy, encouraging learners to view creativity as dialogic rather than individualistic. Pedagogical design should evolve to accommodate machine-human collaboration as a legitimate form of creative inquiry.

The study's findings call for a reorientation of educational philosophy toward inclusivity, hybridity, and digital consciousness. Understanding the post-human author enables institutions to redefine creativity as a relational process that transcends the boundaries of species, cognition, and technology. The "now-what" therefore signifies a transformative call for education to adapt its epistemology to the realities of artificial creativity.

CONCLUSION

The most distinctive finding of this research lies in its identification of the post-human author as a new epistemic construct in literary creation. The study demonstrates that AI-generated texts achieve high linguistic coherence and structural innovation without possessing consciousness or emotional intentionality. This paradox reveals that creativity can emerge from computational processes independent of human subjectivity. The recognition that meaning and narrative identity can be produced through algorithmic mechanisms challenges the foundational assumptions of authorship, originality, and intentional expression. The finding marks a significant departure from prior literary theories, positioning AI as an autonomous co-creator in meaning-making rather than a mere tool of human agency.

The main contribution of this research is conceptual rather than purely methodological. It introduces a theoretical framework that integrates post-humanism, deconstruction, and narrative identity theory into the analysis of AI-generated creativity. The study advances a new interpretive model where authorship is viewed as a distributed, relational, and algorithmic process. This conceptual innovation expands the discourse of digital humanities and education by reframing creativity as a hybrid interaction between human cognition and computational systems. The research also provides a methodological contribution through the use of qualitative meta-analysis combined with deconstructive textual reading, offering a model adaptable for future studies in digital literature, creative pedagogy, and educational technology.

The main limitation of this study lies in its qualitative scope and dependence on textual interpretation, which restricts the generalizability of its findings. The selected sample of AI-generated texts represents only a small portion of the rapidly evolving landscape of generative models, and the analysis does not fully capture the dynamic evolution of narrative learning algorithms. Future research should incorporate longitudinal and cross-model comparisons, integrating computational discourse analysis with reader-response studies to assess human interaction with AI literature. Expanding the inquiry into educational contexts will also be crucial particularly to explore how AI authorship can be used as a reflective pedagogical tool for developing critical literacy, ethical reasoning, and creative collaboration in the age of post-human education.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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