

Tuesday late afternoon session Track D, Tuesday, Sep 23 2025, 16:00-17:45

Location: Seminar 3

Session: RI and AI

Chair: Tom Lindemann

OR-43

Integrity Meets RAISA: The Harmonious Fusion of Human Ethics and AI Efficiency in Scholarly Excellence

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In an era where artificial intelligence (AI) is reshaping the landscape of academia, the principles of integrity and ethical responsibility remain paramount. This paper explores the dynamic interplay between human intellect and AI efficiency through the lens of RAISA (Read by Human - AI Summarize - Added by Human), a novel reading technique designed to harmonize the strengths of both. RAISA begins with human engagement, leveraging traditional reading strategies such as active reading and critical analysis to capture the nuances of a text. AI then steps in to summarize the material, enhancing productivity and scalability. Finally, human oversight ensures depth, accuracy, and alignment with ethical principles, safeguarding the integrity of the process.

By integrating the HEXACO model of personality, which emphasizes sincerity and fairness, and drawing on established reading techniques like SQ3R (Survey, Question, Read, Recite, Review), RAISA exemplifies how technology can amplify human capabilities without compromising moral and intellectual rigor. This paper argues that the future of academic and professional work lies in collaborative models like RAISA, where human judgment and AI efficiency coexist to drive innovation while upholding the ethical foundations of scholarship. Through this balanced approach, we can navigate the challenges of the digital age, ensuring that technological advancements enhance, rather than diminish, the quality and trustworthiness of scholarly endeavours.

[1] Lee, K.; Ashton, M. C. (2004). Psychometric properties of the HEXACO Personality Inventory. *Multivariate Behavioral Research*, 39(2), 329-358. DOI: 10.1207/s15327906mbr3902_8

[2] Duke, N. K.; Pearson, P. D. (2002). Effective practices for developing reading comprehension. *Journal of Education*, 189(1-2), 107-122. DOI: 10.1598/RRQ.37.1.2