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AI Synthesis Essay

AI is envisioned to become the future of our world. Companies strive to implement AI to replace workers and students are using it to write their essays and do their homework. Sure, AI can finish tasks easier and quicker than any human, but is this really a positive direction for humanity? By having AI complete these tasks, people lose the ability to accomplish them independently, potentially leading to an overreliance on AI. Specifically, AI in education has been a largely debated topic among many educators and families. Students and teachers are not sure when or where it is appropriate to implement AI due to the concerns of cheating or dependence on it. AI should not be implemented in early education to give students the time to grasp basic understandings of core subjects independently, though it should be encouraged as a tool in college and in the workforce.

Children introduced to AI in education too early in life may lose the ability to accomplish tasks independently as they are taught to copy answers rather than use their critical thinking skills. A child's brain is more malleable than one of an adult, meaning that children can learn new skills and retain information faster than before. By being taught about the potential of AI at such a young age, students may learn to rely more on AI than themselves. These students are much more susceptible to cognitive offloading, where their "frequent reliance on AI tools [can] negatively affect critical thinking skills" (Source C). Issues such as cognitive offloading lead to "increased reliance on AI [,] tak[ing] away from [their] ability to challenge [themselves] and

develop ideas that are truly original,” (Source C). AI can only function with the information provided by humans. If students are taught to only be able to develop ideas with the assistance of AI, society will lose crucial problem solving skills and the ability to produce original thoughts. It would no longer be possible to discover new things as AI cannot create new data without the assistance and creativity of a human. It is critical to begin a student’s education by teaching them how to develop their own opinions and ideas independently, limiting or completely restricting their use of AI. This will prevent issues such as cognitive offloading from impacting them too early in their education and will keep their minds open and creative. Some people may argue that students must learn to use AI as it is the future of the world, stating that it would be irresponsible and counterproductive to limit the use of AI. However, what they do not consider is that society cannot evolve to be completely dependent on AI. Not only does AI lack the ability to discover, but it lacks the emotion that humans bring to society. There is “no algorithm [that] can replicate the empathy, creativity, and passion a teacher brings to the classroom” (Source G). Human educators offer emotion to their students, teaching them why they are learning whereas AI simply spits out information at them. By allowing students to rely on AI, they lose their eagerness to learn as emotion has been taken away, causing them to simply repeat and memorize what AI says to them. This will lead society to lose their once bright spark and fall into a uniform, AI-sculpted world.

AI can be helpful in completing repetitive tasks, assisting people of higher education in their efforts towards a larger goal. As humans age, their brains become less malleable, though gain the enhanced ability to comprehend and interpret a situation. As subjects become more complex, fundamentals become more of a tedious task and problems with higher difficulty require further thought into logic and application. AI should be implemented carefully in later

years of a student's education to assist with basic tasks. With the rate that AI is improving, it is irresponsible to disregard a tool with so much potential. AI has the potential to be a "tutor for every learner and a TA or every teacher" (Source B) if used correctly. To disregard AI as a whole is crucial to remain conscious of how much is reliant on AI as it is being incorporated into society.

AI should not be implemented in early education, though it should be utilized as an assistive tool as topics become more complex. By bringing AI into the mix of human thought, the education system can greatly benefit from both the efficiency of AI and the creativity and passion of teachers. "AI isn't here to replace [educators]; if used responsibly, it's here to help [them] become 'superteachers'" (Source G). Society must embrace the potential of AI but learn to work alongside it rather than allowing it to take over completely. This sophisticated utilization of AI should be taught to students, though only after they have reached a higher level of education to prevent reliance. AI should be embraced similarly to how the calculator was. In Source G, Agarwal brought up the concerns that arose when the calculator was first invented. Originally, society believed that the calculator would upend learning. In reality, the calculator ended up "equipping students with tools to solve problems faster, freeing them to focus on higher-level reasoning instead of basic number crunching" (Source G). In early education, children are taught to do arithmetic by hand without a calculator, despite it being an easy-to-access tool. This teaches them the fundamentals of mathematics and a comprehension of basic arithmetic. As topics become harder, calculators are encouraged to graph and perform difficult tasks as, simply, it would be a waste of time and effort to do it by hand. Students that use calculators at an older age don't lose their ability to do arithmetic by hand. This same process should be implemented for AI. By starting students off by making them perform tasks

independently, they gain the necessary understanding of what they need to know. As topics become more difficult, it is unnecessary to perform tedious, simple tasks as a student's proficiency has already been established. At this age, their analysis and interpretation of a situation are enhanced, meaning that their time could be better used to focus on interpretation. Additionally, in education, it is crucial to be original and creative. "Originality is hard, flawed, and messy, but that's what makes it real" (Source C). Mistakes help people learn, and it is necessary to learn from past events to grow. However, mistakes and flaws become a larger problem in real life and at work. Accuracy is required in a professional environment. In this setting, it is beneficial to use AI, though to a certain extent. The "correct" or helpful way to utilize AI should be taught in schools, though at a later point where a student has already expressed a complete understanding of basic concepts. "AI can certainly amplify [society's] qualities. It can be [a] co-pilot, [a] chief of staff [,] helping [society] extend [it's] reach and improve [it's] effectiveness" (Source G). By educating students on the proper way of using AI, society can embrace the potential of AI while still retaining the ability to accomplish tasks independently.

In conclusion, students should be encouraged to learn fundamentals independent from AI in early education, though as topics become more complex, AI can be utilized as a tool to assist with simple, tedious tasks. It is crucial to embrace the potential of AI while remaining conscious of how much society is reliant on it. Humanity should be able to function properly without AI, but we are enhanced with it. By educating students on the uses of AI later in their education, they are still able to complete tasks on their own as they developed those skills prior, but are now supported by the knowledge of AI alongside.