



NIGERIAN JOURNAL OF EDUCATIONAL PHILOSOPHY

**PHILOSOPHY, ARTIFICIAL
INTELLIGENCE, AND DIGITAL
EDUCATION**

VOLUME 35 NO. 1, OCTOBER, 2025

**ISSN: 0794-0114
e-ISSN: 2971-5652**

Published by

PHILOSOPHERS OF EDUCATION ASSOCIATION OF NIGERIA (PEAN)
www.peanpapers.com.ng

Formatted & Printed in Nigeria by



www.timsmek.com | info@timsmek.com | +234-703-455-9895

EDITORIAL POLICY/GUIDELINES OF NIGERIAN JOURNAL OF EDUCATIONAL PHILOSOPHY (NJEP)

Nigerian Journal of Educational Philosophy (NJEP) is published two times a year, April and October by Philosophers of Education Association of Nigeria (PEAN). Although, NJEP provides an outlet for the discussion of most substantive issues in educational theory and practice, it draws specifically upon philosophical insights and welcomes articles presented within a philosophical frame of reference.

Editorial Policy Guidelines for contributions: Submission of Articles

- Manuscripts: The style of reference is mainly the TURABIAN method.
- Articles should not exceed 5000 words/15 pages (including abstract of not more than 250 words), typed on A4 paper with double line spacing using Times New Roman, Font size 12. Since Articles should be sent anonymously to consulting editors for assessment/peer review, the author's name, GSM's number(s), qualification, post and address should be typed on a separate detachable page.
- Quotations: Quotations that are 40 words and above should be properly indented with ½ inch margin to the left and right respectively.
- Articles submitted to any other body/Journal for publication or already published should NOT be sent to the Editor.
- On submission, three copies of the manuscript with the evidence of payment of vetting fee (N5000) should be sent to the Editor. This is only applicable to April version of the Journal.
- On the receipt of vetting article from the Editor, soft copy of the final manuscript after the necessary corrections should be submitted to the Editor with the publication fee.
- Information on the Journal volume where the article will appear will be communicated to the author(s) immediately the article is accepted for publication.
- Note that NO vetting fee is charged on article presented in the conference by the conference attendee or conference Edition of the NJEP Journal published in October every year (conference edition is published in October).
- Also, note that April edition of NJEP will attract vetting fee of N5000.
- Plagiarism: The author should ensure that he/she avoid high percentage level of plagiarism (preferable not more than 20%)
- NJEP Journal from 2022 will have both print and online editions (www.peanpapers.com)

All correspondence should be directed to:

Editor

Prof. S. D. Osaat

Department of Educational Foundations

University of Port Harcourt, P.M.B 5323, Port Harcourt, Rivers State, Nigeria.

Sunday.osaat@uniport.edu.ng

osaatsundan@gmail.com

+234 803 673 1057

+234 703 440 6894

EDITORIAL BOARD

Editor:

Prof. Sunday D. Osaat

Faculty of Education, University of Port Harcourt, Port Harcourt, Nigeria

Associate Editors:

Prof. Chris J. A. Onwuka

Institute of Education, University of Nigerian, Nsukka.

Prof. Abeke Adesanya

Adekunle Ajasin University Akwoba, Ondo State, Nigeria

Prof. A. Owan Enoh

Faculty of Education, Cross River University of Technology Calabar, Nigeria.

Prof. A.A. Bagudo

Institute of Education and Extension Services, Usman Dan Fodio University, Sokoto, Sokoto State, Nigeria.

Prof. Kolu Babarrinde

Faculty of Education, University of Ibadan, Nigeria.

Consulting Editors:

Prof. D.E. Denton

University of Kentucky, U.S.A.

Prof. Philip Rothman

Antioch College, U.S.A

Prof. J. Nelson Omatseye

Faculty of Education, University of Benin, Benin city, Nigeria

Prof. Joseph D. Okoh

Faculty of Education, University of Port Harcourt.

Prof. Orona Orokah

Faculty of Education, Delta State University of Abraka, Nigeria

Prof. Oluremi Ayodele-Bamisaye

Faculty of Education, University of Ibadan.

Impacts of Artificial Intelligence on Students' Critical Thinking Abilities

Sylvanus P. Idiong, PhD

Akwa Ibom state College of Education.
Afaha Nsit, Nigeria.
spidiong@gmail.com

&

Ebinipere Blessing Yinkore, PhD

International Institute of Tourism and Hospitality
Yenagoa, Bayelsa State, Nigeria
ebinipereblesyn@gmail.com

Abstract

The study critically examines the impact of Artificial Intelligence (AI) on the development of students' critical thinking abilities, with a specific focus on evaluating both its constructive potentials and inherent limitations. The primary objective is to assess how AI-driven educational interventions influence learners' analytical and reflective capacities. Anchored in philosophical methods of inquiry—namely, critical reflection, logical analysis, and speculative reasoning—the paper explores the ways in which AI facilitates critical thinking through personalized learning experiences, adaptive testing mechanisms, expansive informational access, and enhanced collaborative learning environments. The findings reveal that while AI significantly augments critical thinking by fostering autonomy and cognitive engagement, excessive dependence on such technologies poses a risk of diminishing students' independent reasoning skills. Consequently, the study advocates for the cautious and equitable integration of AI in educational settings. It suggests that educators and policymakers must adopt a balanced approach that maximizes AI's pedagogical advantages while proactively addressing its potential to impede the cultivation of genuine critical thoughts.

Keywords: Artificial Intelligence, Critical Thinking, Digital literacy, Educational Technology, Cognitive Development

Introduction

The rapid integration of Artificial Intelligence (AI) into contemporary educational systems has sparked considerable academic interest and debate, particularly regarding its impact on students' critical thinking competencies. As a cornerstone of 21st-century education, critical thinking equips learners with the capacity to analyze information, evaluate evidence, and make informed, reasoned decisions. With the growing prevalence of AI-driven tools—ranging from intelligent tutoring systems to adaptive learning platforms—there is increasing interest in how these technologies shape students' cognitive development.

Proponents of AI in education argue that such technologies facilitate personalized learning experiences, enable real-time formative assessments, and provide expansive access to knowledge. These affordances, they claim, can free students from rote tasks, allowing more time and cognitive resources to be dedicated to higher-order thinking processes such as analysis, synthesis, and evaluation. Furthermore, studies have emphasized that effective integration of digital tools can foster collaborative learning, innovation, and critical thinking (Idiong, 2024; Dillenbourg, 2016).

Scholars assert that technology-driven education promotes essential 21st-century competencies such as teamwork, technological fluency, and independent reasoning—skills increasingly demanded across various sectors (Idiong, 2023). Research also underscores the significance of human-AI collaboration in enriching critical thinking outcomes, particularly when students engage meaningfully with intelligent systems while maintaining cognitive autonomy (Dillenbourg, 2016).

Obviously, critics caution that excessive reliance on AI-generated content may inadvertently suppress originality, hinder problem-solving capabilities, and diminish independent reasoning (Selwyn, 2014). The algorithmic nature of many AI systems raises further concerns, as such tools may reinforce existing prejudices and limit exposure to diverse or dissenting perspectives—both of which are vital for cultivating balanced, critical thought (Watteris, 2014).

Against this backdrop, the present study investigates the nuanced relationship between AI and students' critical thinking abilities. Through philosophical analysis, critical reflection, and a review of relevant empirical literature, the paper seeks to evaluate both the benefits and potential risks associated with AI in educational contexts. Ultimately, the study aims to offer informed recommendations for the equitable and effective integration of AI, ensuring it serves as a catalyst—rather than a constraint—for the development of critical thinking among learners.

Conceptual Review and Clarification

The rapid emergence and integration of Artificial Intelligence (AI) into the educational system have brought transformative opportunities and challenges to teaching and learning. As AI-driven platforms increasingly become part of the academic experience, educators and researchers have raised important questions about their long-term impact on students' intellectual development—particularly on their critical thinking abilities. This study explores the conceptual relationship between artificial intelligence and students' critical thinking, analyzing both the empowering and limiting effects of AI on cognitive development. It also underscores the importance of intentional use of AI in education to promote reflective, analytical, and independent learners.

Artificial Intelligence, broadly defined, refers to the simulation of human intelligence by machines, particularly computer systems. It encompasses capabilities such as learning, reasoning, problem-solving, perception, and language understanding (Luckin et al., 2016). In educational contexts, AI manifests through tools like intelligent tutoring systems, automated essay scoring, adaptive learning platforms, chatbots, and virtual learning assistants. These technologies are designed to enhance teaching efficiency, personalize instruction, and optimize learning outcomes. While these benefits are significant, they also raise concerns about students' overdependence on AI and a possible decline in their ability to think critically and independently.

Critical thinking, on the other hand, refers to the disciplined process of actively analyzing, synthesizing, evaluating, and reflecting on information gathered from observation, experience, reasoning, or communication. It is characterized by intellectual curiosity, open-mindedness, and the ability to make rational judgments (Holmes et al., 2019). Critical thinking is foundational in education because it empowers students to question assumptions, solve complex problems, and make informed decisions in uncertain and dynamic environments. Given its centrality, any factor that influences how students develop or apply critical thinking—such as AI—warrants serious examination.

One of the central concepts discussed in the literature is the automation of reasoning and decision-making processes by AI. When AI systems perform cognitive tasks for students—such as writing summaries, generating problem solutions, or analyzing texts—students may engage less in the cognitive struggles that develop deep understanding and analytical reasoning. Kozulin (2018) argues that mental struggle and cognitive disequilibrium are essential for developing metacognitive awareness and intellectual independence. However, AI tools that provide ready-made solutions or auto-complete functions can lead students to bypass the necessary processes of inquiry and reflection, thereby diminishing their cognitive engagement. Over time, this reliance may result in a superficial understanding of content and a weakened ability to think critically in the absence of technological support.

Despite these challenges, AI also offers opportunities to enhance critical thinking when appropriately integrated into pedagogical practices. The concept of cognitive scaffolding is particularly relevant here. AI tools, when thoughtfully designed, can serve as intelligent learning companions that guide students through complex tasks, model expert reasoning, and provide personalized feedback. For example, adaptive platforms can use data analytics to identify students' misconceptions and prompt them with questions that encourage deeper reasoning (Holmes et al., 2019). Similarly, AI chatbots can simulate Socratic dialogue, prompting learners to consider alternative perspectives and justify their reasoning. Thus, AI does not inherently inhibit critical thinking—it depends on how it is implemented and the pedagogical philosophy behind its use.

Another concept addressed in the literature is student agency—the capacity of learners to take ownership of their learning. Critical thinking is not merely a cognitive skill; it also involves a disposition toward intellectual engagement, curiosity, and self-directed learning. If students come to rely excessively on AI to make decisions or produce outcomes, they may lose their sense of agency and motivation to engage with challenging problems. This creates a passive learning environment where the learner becomes a consumer rather than a creator of knowledge. Kozulin (2018) emphasizes that fostering critical thinking requires students to reflect on their own thought processes, test their ideas, and engage in meaningful intellectual risk-taking. For this reason, AI systems must be designed to support—not replace—student autonomy.

The impact of artificial intelligence on students' critical thinking abilities is multifaceted and depends significantly on how AI tools are integrated into learning environments. While there is legitimate concern that AI may promote passive learning and reduce cognitive effort, there is also strong evidence that, when used wisely, AI can foster critical engagement, intellectual growth, and reflective thinking. The key lies in using AI as a supplement rather than a substitute for critical reasoning. Educators, developers, and policymakers must collaborate to ensure that AI technologies are employed ethically and pedagogically—preserving human agency,

promoting deep learning, and cultivating the critical thinkers needed in an increasingly complex world.

Positive Impacts of Artificial Intelligence on Students' Critical Thinking Abilities

Artificial Intelligence (AI) is increasingly playing a transformative role in promoting collaborative learning environments that foster critical thinking among students. Traditionally, group work and peer discussions have been used to develop students' analytical and evaluative skills. However, with the integration of AI, these interactions have become more structured, dynamic, and impactful. AI-driven platforms can organize students into diverse working groups based on skill levels or learning styles, recommend relevant resources, and monitor discussions to ensure productive engagement—all of which enhance the collaborative critical thinking process.

Artificial Intelligence supports collaborative critical thinking by facilitating meaningful peer interaction. Intelligent learning systems can prompt students with questions, challenges, or debate topics that require joint analysis and evidence-based reasoning. For example, during an online group assignment, an AI tool might suggest counterarguments or highlight logical fallacies in group discussions, encouraging students to re-evaluate their ideas. This type of intelligent prompting stimulates deeper dialogue, critical questioning, and shared problem-solving, which are essential components of critical thinking. AI technologies offer real-time feedback during group activities, helping learners refine their arguments and improve communication. Some platforms use natural language processing to evaluate group discourse, identifying when a discussion becomes one-sided or superficial, and then suggesting ways to deepen the conversation. By encouraging balanced participation and mutual respect, AI nurtures the collaborative aspect of critical thinking, teaching students not only to form their own opinions but also to listen, respond, and adapt to others' viewpoints with reasoned judgment.

Artificial intelligence also encourages inquiry-based learning. Inquiry-based learning is an educational approach that centers on students' natural curiosity, encouraging them to ask questions, explore problems, and seek solutions through investigation. Artificial Intelligence significantly enhances this method by acting as an intelligent guide that responds to student inquiries with tailored prompts, resources, and real-time support. Unlike traditional learning models that often rely on passive content delivery, AI-powered systems foster active engagement, pushing students to think deeply and critically about the subjects they explore.

One of the primary ways AI encourages inquiry-based learning is by facilitating question generation and exploration. Through adaptive learning platforms and AI chatbots, students can pose questions and receive instant, contextually appropriate responses that guide further investigation. These AI tools often suggest follow-up questions, offer additional sources, or challenge learners' assumptions—creating a continuous cycle of curiosity and reflection. This process mirrors the habits of critical thinkers who not only seek answers but also scrutinize information and generate new lines of thought. AI supports individualized inquiry by adapting content and tasks to a student's cognitive level. When learners are encouraged to ask their own questions and pursue personalized learning paths, they become more engaged and invested in the learning process. AI systems help sustain this engagement by scaffolding learning—offering hints or pathways when students struggle, yet avoiding giving direct answers. This balance strengthens critical thinking by teaching students how to navigate uncertainty, evaluate evidence, and construct well-founded conclusions.

In sum, AI plays a crucial role in promoting inquiry-based learning, which is inherently aligned with the development of critical thinking abilities. By nurturing curiosity, guiding exploration, and supporting reflective reasoning, AI transforms students from passive recipients of information into active participants in their own intellectual growth. As Holmes, Bialik, and Fadel (2019) note, AI has the power to shift education from content acquisition to deeper, inquiry-driven learning—where critical thinking becomes a daily practice rather than a distant goal.

The Negative Impacts of Artificial Intelligence on Critical Students' Thinking abilities.

One of the most pressing concerns emerging from this technological shift is students' over-reliance on AI for quick answers. This dependence can severely hinder the development of critical thinking abilities that require active engagement, problem-solving, and independent reasoning. As students begin to rely heavily on AI tools to solve problems or complete assignments, they risk bypassing the cognitive effort required to process information deeply and make sound judgments.

Critical thinking thrives on the struggle to analyze, synthesize, and evaluate information. When students use AI tools simply to retrieve answers rather than understand underlying concepts, they forfeit the intellectual challenge that stimulates reasoning and growth. This behavior creates a shortcut mentality, where the goal becomes obtaining correct answers with minimal effort instead of developing the capacity to think through problems independently. Over time, such a mindset weakens the students' ability to question assumptions, weigh evidence, and engage in thoughtful reflection—all key components of critical thinking.

AI tools often provide responses that are surface-level, lacking the depth or context necessary for true understanding. Students who use AI without questioning its output may internalize shallow or even incorrect information. They miss out on the opportunity to evaluate multiple perspectives, identify inconsistencies, or construct their own informed opinions. In this way, over-reliance on AI promotes passive learning habits and discourages intellectual curiosity—both detrimental to the cultivation of critical thinking.

Let it be noted that while AI has the potential to enrich education, unchecked dependence on it can erode students' critical thinking abilities. Educators must guide students to use AI as a supportive tool rather than a substitute for thought. As Holmes, Bialik, and Fadel (2019) argue, the true promise of AI in education lies not in doing the thinking for learners, but in empowering them to think better. Thus, fostering mindful and intentional use of AI is essential in preserving and strengthening students' capacity for independent and critical thought.

Artificial Intelligence (AI) is increasingly playing a transformative role in promoting collaborative learning environments that foster critical thinking among students. Traditionally, group work and peer discussions have been used to develop students' analytical and evaluative skills. However, with the integration of AI, these interactions have become more structured, dynamic, and impactful. AI-driven platforms can organize students into diverse working groups based on skill levels or learning styles, recommend relevant resources, and monitor discussions to ensure productive engagement—all of which enhance the collaborative critical thinking process.

One of the key ways AI supports collaborative critical thinking is by facilitating meaningful peer interaction. Intelligent learning systems can prompt students with questions, challenges, or debate topics that require joint analysis and evidence-based reasoning. For example, during an online group assignment, an AI tool might suggest counterarguments or highlight logical fallacies in group discussions, encouraging students to re-evaluate their ideas. This type of intelligent prompting stimulates deeper dialogue, critical questioning, and shared problem-solving, which are essential components of critical thinking. AI technologies offer real-time feedback during group activities, helping learners refine their arguments and improve communication. Some platforms use natural language processing to evaluate group discourse, identifying when a discussion becomes one-sided or superficial, and then suggesting ways to deepen the conversation. By encouraging balanced participation and mutual respect, AI nurtures the collaborative aspect of critical thinking, teaching students not only to form their own opinions but also to listen, respond, and adapt to others' viewpoints with reasoned judgment.

Artificial Intelligence (AI) is increasingly playing a transformative role in promoting collaborative learning environments that foster critical thinking among students. Traditionally, group work and peer discussions have been used to develop students' analytical and evaluative skills. However, with the integration of AI, these interactions have become more structured, dynamic, and impactful. AI-driven platforms can organize students into diverse working groups based on skill levels or learning styles, recommend relevant resources, and monitor discussions to ensure productive engagement—all of which enhance the collaborative critical thinking process.

One of the key ways AI supports collaborative critical thinking is by facilitating meaningful peer interaction. Intelligent learning systems can prompt students with questions, challenges, or debate topics that require joint analysis and evidence-based reasoning. For example, during an online group assignment, an AI tool might suggest counterarguments or highlight logical fallacies in group discussions, encouraging students to re-evaluate their ideas. This type of intelligent prompting stimulates deeper dialogue, critical questioning, and shared problem-solving, which are essential components of critical thinking. AI technologies offer real-time feedback during group activities, helping learners refine their arguments and improve communication. Some platforms use natural language processing to evaluate group discourse, identifying when a discussion becomes one-sided or superficial, and then suggesting ways to deepen the conversation. By encouraging balanced participation and mutual respect, AI nurtures the collaborative aspect of critical thinking, teaching students not only to form their own opinions but also to listen, respond, and adapt to others' viewpoints with reasoned judgment.

Artificial intelligence also encourages inquiry-based learning. Inquiry-based learning is an educational approach that centers on students' natural curiosity, encouraging them to ask questions, explore problems, and seek solutions through investigation. Artificial Intelligence significantly enhances this method by acting as an intelligent guide that responds to student inquiries with tailored prompts, resources, and real-time support. Unlike traditional learning models that often rely on passive content delivery, AI-powered systems foster active engagement, pushing students to think deeply and critically about the subjects they explore.

One of the primary ways AI encourages inquiry-based learning is by facilitating question generation and exploration. Through adaptive learning platforms and AI chatbots, students can pose questions and receive instant, contextually appropriate responses that guide further

investigation. These AI tools often suggest follow-up questions, offer additional sources, or challenge learners' assumptions—creating a continuous cycle of curiosity and reflection. This process mirrors the habits of critical thinkers who not only seek answers but also scrutinize information and generate new lines of thought. AI supports individualized inquiry by adapting content and tasks to a student's cognitive level. When learners are encouraged to ask their own questions and pursue personalized learning paths, they become more engaged and invested in the learning process. AI systems help sustain this engagement by scaffolding learning—offering hints or pathways when students struggle, yet avoiding giving direct answers. This balance strengthens critical thinking by teaching students how to navigate uncertainty, evaluate evidence, and construct well-founded conclusions.

In sum, AI plays a crucial role in promoting inquiry-based learning, which is inherently aligned with the development of critical thinking abilities. By nurturing curiosity, guiding exploration, and supporting reflective reasoning, AI transforms students from passive recipients of information into active participants in their own intellectual growth. As Holmes, Bialik, and Fadel (2019) note, AI has the power to shift education from content acquisition to deeper, inquiry-driven learning—where critical thinking becomes a daily practice rather than a distant goal.

One of the most pressing concerns emerging from this technological shift is students' over-reliance on AI for quick answers. This dependence can severely hinder the development of critical thinking abilities that require active engagement, problem-solving, and independent reasoning. As students begin to rely heavily on AI tools to solve problems or complete assignments, they risk bypassing the cognitive effort required to process information deeply and make sound judgments.

Critical thinking thrives on the struggle to analyze, synthesize, and evaluate information. When students use AI tools simply to retrieve answers rather than understand underlying concepts, they forfeit the intellectual challenge that stimulates reasoning and growth. This behavior creates a shortcut mentality, where the goal becomes obtaining correct answers with minimal effort instead of developing the capacity to think through problems independently. Over time, such a mindset weakens the students' ability to question assumptions, weigh evidence, and engage in thoughtful reflection—all key components of critical thinking.

AI tools often provide responses that are surface-level, lacking the depth or context necessary for true understanding. Students who use AI without questioning its output may internalize shallow or even incorrect information. They miss out on the opportunity to evaluate multiple perspectives, identify inconsistencies, or construct their own informed opinions. In this way, over-reliance on AI promotes passive learning habits and discourages intellectual curiosity—both detrimental to the cultivation of critical thinking.

Let it be noted that while AI has the potential to enrich education, unchecked dependence on it can erode students' critical thinking abilities. Educators must guide students to use AI as a supportive tool rather than a substitute for thought. As Holmes, Bialik, and Fadel (2019) argue, the true promise of AI in education lies not in doing the thinking for learners, but in empowering them to think better. Thus, fostering mindful and intentional use of AI is essential in preserving and strengthening students' capacity for independent and critical thought.

The growing presence of Artificial Intelligence (AI) in education, while beneficial in many respects, poses a risk to students' development of analytical reasoning. Analytical reasoning involves breaking down complex problems, identifying patterns, evaluating evidence, and forming logical conclusions. These are fundamental skills that require sustained mental effort and active engagement with learning materials. However, as AI tools increasingly offer instant explanations, summaries, and solutions, students may become less inclined to practice these cognitive processes independently, leading to a decline in their analytical capabilities.

AI systems, especially those that provide ready-made responses or pre-processed data, can inadvertently discourage students from engaging in deep thinking. For instance, when learners are presented with automatically generated answers or simplified interpretations, they are not required to analyze the original problem, compare alternatives, or explore cause-and-effect relationships. Over time, this passive consumption of information reduces opportunities for students to build the reasoning skills necessary for critical thinking. The habit of accepting AI outputs at face value also limits the development of skepticism and evidence-based evaluation—both vital to sound analysis. Students who consistently rely on AI tools may struggle to approach unfamiliar problems that require original thought and step-by-step reasoning. Because analytical reasoning is cultivated through practice, overuse of AI can leave students ill-equipped to process new or complex information without external aid. This lack of cognitive resilience becomes especially problematic in academic or real-world settings where nuanced thinking is essential. Thus, while AI can support learning, it must be used judiciously to ensure it enhances rather than replaces the student's role in thinking critically and analytically.

The growing presence of Artificial Intelligence (AI) in education, while beneficial in many respects, poses a risk to students' development of analytical reasoning. Analytical reasoning involves breaking down complex problems, identifying patterns, evaluating evidence, and forming logical conclusions. These are fundamental skills that require sustained mental effort and active engagement with learning materials. However, as AI tools increasingly offer instant explanations, summaries, and solutions, students may become less inclined to practice these cognitive processes independently, leading to a decline in their analytical capabilities.

AI systems, especially those that provide ready-made responses or pre-processed data, can inadvertently discourage students from engaging in deep thinking. For instance, when learners are presented with automatically generated answers or simplified interpretations, they are not required to analyze the original problem, compare alternatives, or explore cause-and-effect relationships. Over time, this passive consumption of information reduces opportunities for students to build the reasoning skills necessary for critical thinking. The habit of accepting AI outputs at face value also limits the development of skepticism and evidence-based evaluation—both vital to sound analysis. Students who consistently rely on AI tools may struggle to approach unfamiliar problems that require original thought and step-by-step reasoning. Because analytical reasoning is cultivated through practice, overuse of AI can leave students ill-equipped to process new or complex information without external aid. This lack of cognitive resilience becomes especially problematic in academic or real-world settings where nuanced thinking is essential. Thus, while AI can support learning, it must be used judiciously to ensure it enhances rather than replaces the student's role in thinking critically and analytically.

Artificial intelligence also diminishes metacognitive skills. Metacognition—the ability to think about one's own thinking—is a cornerstone of critical thinking and effective learning. It

involves planning how to approach a task, monitoring one's understanding, and evaluating the effectiveness of learning strategies. With the increasing integration of Artificial Intelligence (AI) in education, there is growing concern that students' metacognitive skills may be weakening. AI tools that automate learning processes, recommend next steps, or provide instant solutions may reduce students' need to reflect on how they learn, ultimately diminishing their metacognitive engagement.

When students rely heavily on AI to decide what to study, how to solve problems, or when to review content, they may no longer practice essential self-regulatory behaviors. For example, an AI-powered platform might automatically generate study plans or suggest corrections without requiring the learner to assess their own understanding or learning gaps. While this automation can enhance efficiency, it deprives students of valuable opportunities to analyze their performance, set learning goals, or adjust strategies based on feedback. Over time, this leads to a passive learning experience where students become dependent on external guidance rather than cultivating the self-awareness and autonomy necessary for critical thinking. Diminished metacognitive skills can hinder students' ability to apply knowledge in unfamiliar or complex situations. Without the habit of self-monitoring and reflection, learners may struggle to adapt their thinking, troubleshoot problems, or evaluate the quality of their reasoning. As Holmes, Bialik, and Fadel (2019) caution, AI should be used in ways that support—not replace—the cognitive and reflective processes that help learners become self-directed thinkers. If educators do not actively promote metacognitive development alongside AI use, students risk losing a crucial skill that underpins their ability to think critically and learn independently.

Artificial Intelligence (AI) has made information more accessible than ever, offering students instant solutions, essay drafts, and even creative content generation. While this can aid learning, it also poses a significant risk to the development of original thought—an essential component of critical thinking. Original thought involves the ability to generate unique ideas, form independent opinions, and create novel solutions based on analysis and personal insight. When students consistently rely on AI-generated content, they may begin to substitute genuine thinking with replication, ultimately eroding their creative and analytical independence.

The ease with which AI provides ready-made responses can discourage students from engaging deeply with content. Rather than wrestling with complex questions, synthesizing knowledge, or forming arguments from their own understanding, learners may opt for AI-generated answers that appear complete and convincing. This habit of passively accepting information inhibits the practice of questioning, refining, and reconstructing ideas—processes that are crucial to developing a distinct intellectual voice. As students become more dependent on these tools, their ability to think divergently or offer fresh perspectives may gradually decline. The erosion of original thought undermines academic integrity and the growth of authentic problem-solving skills. Students who lean too heavily on AI may find it difficult to approach open-ended tasks without technological support, limiting their adaptability in both academic and real-world settings. Critical thinking requires not just evaluating existing information, but also contributing new insights to ongoing conversations. If learners are not consistently challenged to think for themselves, they risk becoming consumers of information rather than creators of knowledge—an outcome that can stifle both intellectual growth and long-term learning potential.

Conclusion

From the above discussion, it is worth noting that Artificial Intelligence offers valuable opportunities to enhance students' critical thinking through personalized learning, real-time feedback, and exposure to diverse perspectives. These tools can promote inquiry, reflection, and deeper engagement when used thoughtfully. However, the overuse or misuse of AI poses serious threats, including the erosion of original thought, reduced metacognitive development, and diminished analytical reasoning. Striking a balance between leveraging AI for support and encouraging independent thinking is essential for meaningful learning. Educators and students alike must approach AI as a complement to, not a replacement for, the human capacity to think critically and creatively.

Recommendations

- i. **Balanced Use of AI and Traditional Teaching:** Educators should integrate AI tools alongside conventional teaching methods to ensure students continue to develop critical thinking through human interaction and guided feedback.
- ii. **Critical Thinking-Centered AI Design:** Developers should design AI educational systems that actively promote analytical thinking, problem-solving, and decision-making skills.
- iii. **Educator Training and Support:** Teachers should receive proper training and support to effectively integrate AI tools into their teaching, enhancing their ability to nurture critical thinking.
- iv. **Continuous Assessment and Feedback:** Educators should use AI tools to regularly assess students' critical thinking and provide targeted, constructive feedback for improvement.
- v. **Emphasis on Ethics and Digital Literacy:** Teachers must promote ethical AI use and digital literacy, guiding students to critically evaluate AI-generated content, recognize biases, and understand its broader implications.

References

Dillenbourg, P. (2016). The evolution of research on collaborative learning. In C.-K. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Proceedings of the International Conference of the Learning Sciences (ICLS)* (pp. 3–11). ISLS.

Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Center for Curriculum Redesign.

Idiong, S. P. (2023). The use of e-library on teachers' instructional delivery in public secondary schools in Akwa Ibom North-West Senatorial District. *Hard Journal of Humanities and Social Policy*, 9(1), 13–26. <https://doi.org/10.56201/jhsp.v9.nol.2023.pg13.26>

Idiong, S. P. (2024). Enhancing collaborative teamwork to improve learning through digital education in secondary schools. *International Journal of Education and Evaluation*, 10(4), 132–140. <https://doi.org/10.56201/ijee.v10.no4.2024.pg132.140>

Kozulin, A. (2018). *Psychological tools: A sociocultural approach to education*. Cambridge University Press.

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson Education.

Selwyn, N. (2014). *Distrusting educational technology: Critical questions for changing times*. Routledge.

Watteris, C. (2014). Algorithmic bias and the threat to academic neutrality. *Journal of Digital Ethics*, 6(2), 45-60