# NEGATION

**Resolved: In the United States, the benefits of the use of generative artificial intelligence in education outweigh the harms.**

# C1: Individual Skills

## Employing ChatGPT in information searches degrades quality and critical thinking. It makes students less engaged and eliminates nuance.

**OMF 24**, foundation dedicated to promoting critical thinking (The Open Minds Foun- dation, 10-30-2024, "AI Eases Our Mental Load at the Expense of Critical Thinking," Psychology Today, https://www.psychologytoday.com/us/blog/the-art-of-critical-thinking/202410/ai-eases-our-mental-load-at-the-expense-of-critical

A new study of students at a German university has found that employing **ChatGPT** in the search for information makes the work easier and reduces mental load, but it **comes at the expense of** quality arguments, grades, and **critical thinking**. Ultimately, using it created superficial assignment results. The study was established specifically to measure both the cognitive load of students, and the quality and diversity of their arguments. It split students into two groups: those who used AI, and those who used traditional search methods, and tasked them with researching information about the safety of sun cream for their fictional friend "Paul." Students were asked to draw conclusions and give advice to Paul, who had concerns over the safety of some ingredients. The study found that: Students using AI (large language models - LLM) had a lower cognitive load and less stress There was no significant difference between the diversity of their arguments, suggesting that AI does not specifically lead to homogenous conclusions Students that use AI have weaker reasoning in their arguments, likely because of lower engagement with the content and significantly reduced critical thinking. The ultimate conclusion was that use of AI can help improve student experience because it provides direct answers rather than needing a student to draw their own conclusions, but it currently comes at the cost of **deep engagement and high-quality learning**, with recommendation that the study be extended beyond the original pool of 91 students. What's more, the study did not provide scope for evaluating the quality of their LLM queries, which could – in other studies – lead to misleading or misinformed answers. The study highlights one of the key concerns over AI, in that individuals that default to using it may **lose skills that are essential in recognising how accurate information is** a whether the information could be being used to intentionally mislead (disinformation). Otherwise known as critical thinking skills, the **pursuit of knowledge and accuracy is essential in navigating the world** **of ever-increasing data points,** and the flood of infor- mation we are receiving from real-world encounters, social media feeds, news engines, magazines, broadcast, and other forms of digital media. AI offers a service of immediacy while aggregating multiple sources, but often loses or eliminates the nuance of that information and the opportunity for depth of learning. This is particularly important as highlighted by Rainie and colleagues, 2019, given that a large majority of participants from an American study (81 percent) report they rely on their own web research over friends and family (43 percent) or professional experts (31 percent) when gathering information before making an important decision. "While LLMs like ChatGPT offer an efficient way to reduce intrinsic and extraneous cognitive load, **they may not always facilitate the deep learning necessary for complex decision-making tasks.** Traditional search engines, by necessitating more active engage- ment, may promote a higher quality of learning, underscoring the need for educational practices that encourage critical engagement with diverse information sources," study authors concluded.

## Impact Critical thinking is essential to combat fake news and extremism, BUT requires constant practice and effort.

**OMF 24**, foundation dedicated to promoting critical thinking (The Open Minds Foun- dation, 10-30-2024, "AI Eases Our Mental Load at the Expense of Critical Thinking," Psychology Today, https://www.psychologytoday.com/us/blog/the-art-of-critical-thinking/202410/ai-eases-our-mental-load-at-the-expense-of-critica)
We know that the practice of critical thinking is an essential one in mentally inoculating us to the effects of misinformation and disinformation, but it is also a skill that takes continuous practice, significant effort, and has an ongoing effect on mental loads. It is not a stretch therefore to

assume that a significant contributing factor to why critical thinking rates are so low, is that it requires a lot of mental effort, and therefore we find it boring, unpleasant, or a task to be avoided. Critical thinking is the simplest approach to tackling fake news, and fake news is so prevalent specifically because of the lack of critical thinking. What's more, the conse- quences of fake news are more and more dangerous, from manipulated voting to mis- leading health information, hate crimes to political extremism, all directly being fuelled by shares on social media, and the growing presence of digital content. Fake news is so dangerous that the **World Economic Forum has listed misinformation**/disinformation as the **most severe global threat** to the next two years, and the fifth most severe for the next decade, **behind only climate- and geo-political threats.** The Digital News Publishers Association (DNPA) has highlighted that **50 percent of information on the internet is not true or verified,** which according to the Pew Research Centre Study is because of a habit of "othering" responsibility to social media platforms or new outlets, rather than taking responsibility ourselves. What is very clear is that **critical thinking is an essential skill,** and **we need to continue practicing it** regardless of cognitive fatigue or feelings of discomfort. It is the best and arguably **only defence we have against fake news a**nd we should therefore be cautious when employing AI queries for tasks that require more than surface-deep research.

## Using AI creates illusions of understanding and hinders skill development.

**Macnamara** et al. **24**, cognitive psychologist, currently serving as an associate professor in the Department of Psychological Sciences at Case Western Reserve University (Brooke N. Mac- namara, Ibrahim Berber, M. Cenk Çavuşoğlu, Elizabeth A. Krupinski, Naren Nalla- pareddy, Noelle E. Nelson, Philip J. Smith, Amy L. Wilson-Delfosse & Soumya Ray, 7-12-2024, "Does using artificial intelligence assistance accelerate skill decay and hin- der skill development without performers' awareness?," Cognitive Research: Principles and Implications, Volume 9, Article number: 46, https://doi.org/10.1186/s41235-024- 00572-8)

Potential AI-induced skill development hindrance As AI assistants become increasingly prevalent, the role AI might have on skill devel- opment needs to be considered. AI-learning aids are designed to improve the rate of learner's skill or knowledge development. We propose that frequent engagement with an AI assistant during skill development might hinder learning in some cases, depend- ing on the ultimate goal for which the AI-learning aid was developed. Educational aids that are designed to personalize instruction for students with the goal of students inde- pendently performing the task are unlikely to hinder learning. In contrast, AI-learning aids designed to prepare trainees for work where **AI assistants** are used may **focus on preparing** the learner to work with an AI **rather than** focusing on **developing learners' cognitive skills** independent of AI. For example, a radiologist trainee may not develop as keen visual detection skills or a surgical resident may not develop as robust spatial navigation skills as if they would have developed had they trained without assistance. Here, it is important to distinguish between learning and performance. Suppose learn- ers are randomly assigned to either learn a task with a high-performing AI assistant or without. We would expect the learners with the AI assistant to improve their perfor- mance rapidly and outperform the learners without AI. However, these **performance gains may not reflect the learners' gains in skill independent of the AI.** That is, now suppose that after a period of learning that the AI is withheld, as may happen in the real world if the system is unavailable or fails. We might expect that the group who pre- viously had access to the AI assistant to perform worse than those who never learned with the AI. In this case, those who learned with AI assistance might not have devel- oped independent cognitive skills that the control group developed. Stated differently, we might expect to observe a pattern opposite of latent learning—high performance is observed in the AI-assisted group, but the limits on learning remain hidden until AI assistance is removed. As with potential AI-induced skill decay, learners who have engaged with AI to assist in their skill development might be **unaware of where their skills are lacking**. In partic- ular, AI assistants may **promote illusions** of understanding in learners, leading them to believe they have a greater understanding of the task than they actually do (Messeri & Crockett, 2024). These illusions of understanding may occur when learners believe they have a deeper understanding than they actually do (i.e., illusion of explanatory depth); when learners believe they are considering all possibilities rather than only those avail- able through the AI assistant (i.e., illusion of exploratory breadth); and when learners believe that the AI assistant is objective, failing to consider the bias embedded in the AI tool from the developers and training data (i.e., illusion of objectivity) (Messeri & Crockett, 2024)

As such, **AI-induced skill** development hindrances may not only **limit the level of learning** obtained but may **change the nature of the understanding of the task.**

## AI will lead to brain atrophy, undermining the ability to people to make reasoned decisions.

**Al-Sibai 24**, is a writer for Futurism (Noor Al-Sibai, 2-15-2024, "AI May Be Atro- phying Our Brains, Professor Warns," Futurism, https://futurism.com/the-byte/ai- atrophying-brain)

**Just like smartphone GPS has harmed our sense of spatial cognition and memory, a**rtificial **i**ntelligence may soon **impair** our **ability to make decisions** for ourselves – an outcome that would be, one expert warns, "catastrophic." In an interview with PsyPost, neuropsychology expert Umberto León Domínguez of the University of Monterrey in Mexico said that his new research shows that AI chat- bots may end up not just mimicking our speech patterns, but **significantly harming our cognitive functioning in general**. Like many other educators, Domínguez said he's concerned about how his students are using tools like OpenAI's ChatGPT. Spurred by those concerns, he told PsyPost, he be- gan to explore ways AI chatbots "could interfere with higher-order executive functions to understand how to also train these skills. "I began to explore and generalize the impact," the researcher said, "not only as a student but as humanity, of the catastrophic effects these technologies could have on a significant portion of the population by blocking the development of these cognitive functions." In his paper, which was recently published in the American Psychology Association's journal Neuropsychology, the researcher claimed that AI may act as a "cognitive pros- thesis." First theorized back in 2019 by Falk Lieder, an AI researcher at the Max Planck Institute for Intelligent Systems, these purported synthetic mental limbs that would process mental tasks and eventually assist in decision-making were initially thought of as a positive thing — but to Domínguez's mind, they're anything but.

Think It Through Instead of being a helpful addition to human consciousness, the Mexican researcher argued in his paper that he's worried about "cognitive offloading," or the **use of AI** in place of the types of mental tasks like problem-solving that we currently do the old- fashioned way, by thinking. To use a physical metaphor, over-reliance on AI for thoughtprocesses may **weaken our minds the way not exercising weakens our muscles** — lead- ing, ultimately, to atrophy. Though cognitive offloading can be helpful because it "frees up cognitive load that can then be directed towards more complex cognitions," Domínguez said he's concerned that ChatGPT and its ilk may be capable of "planning and making decisions on your behalf" — which is a pretty freaky thought indeed. "Just as one cannot become skilled at basketball without actually playing the game," he explained, "the development of complex intellectual abilities requires active participa- tion and cannot solely rely on technological assistance."

While the thought of using ChatGPT in its current state to make decisions seems ridicu- lous to anyone following the technology's advancement, there's already evidence that folks are experimenting with it that way — and looking at **the way phones have affected our brains, there's no reason to think AI couldn't have equally far-reaching effects.**

# C2: Don't trust AI

Argument: **Generative AI is inherently unverifiable and creates false information. This means that even if students use it, they aren't learning anything new.**

**Warrant: Because the training data is private, we can't verify the accuracy of generative AI tools.**

**Lalli**, John. "The Problem with ChatGPT Writing Your Essay." Seven Pillars Institute. October 19, 2023, https://sevenpillarsinstitute.org/the-problem-with-chatgpt- writing-your-essay/. Accessed February 15, 2025.

The second factor is **ChatGPT operates with private training data**. There is often no way to know exactly the source of the information. When asking ChatGPT to provide sources for information included in the essay it responds, "As an AI language model, I don't have direct access to my training data or know where it came from." [12] Since the AI and **thus** the plagiarizing individual **do not know the exact source of the information**, they are not even afforded the opportunity of skimming through these sources for bits of information. In short, using ChatGPT allows for even less effort and time to be put into the assignment and thus for even less educational benefit to be reaped.

**Warrant: More than 50% of the answers given by generative AI, regarding current affairs topics, are inaccurate.**

**Weaver**, Matthew. "AI chatbots distort and mislead when asked about current affairs, BBC finds." The Guardian, February 10, 20**25**, https://www.theguardian.com/technology/2025/feb/11/ai-chatbots-distort-and-mislead-when-asked-about-current-affairs-bbc-finds. Accessed February 15, 2025.

Leading artificial intelligence assistants create distortions, factual inaccuracies and misleading content in response to questions about news and current affairs, research has found. **More than half of the AI-generated answers** provided by ChatGPT, Copilot, Gemini and Perplexity were judged to have **"significant issues", according to the study by the BBC**. The errors included stating that Rishi Sunak was still the prime minister and that Nicola Sturgeon was still Scotland's first minister; misrepresenting NHS advice

about vaping; and mistaking opinions and archive material for up-to-date facts. The researchers asked the four generative AI tools to answer 100 questions using BBC articles as a source. The answers were then rated by BBC journalists who specialise in the relevant subject areas. About a fifth of the answers introduced factual errors on numbers, dates or statements; 13% of quotes sourced to the BBC were either altered or did not exist in the articles cited.

**Because of its frequent errors, generative AI threatens to weaken public trust in facts and media. Weaver**, Matthew. "AI chatbots distort and mislead when asked about current affairs, BBC finds." The Guardian, February 10, 20**25**, https://www.theguardian.com/technology/2025/feb/11/ai-chatbots-distort-and-mislead-when-asked-about-current-affairs-bbc-finds. Accessed February 15, 2025.

The findings prompted the BBC's chief executive for news, Deborah Turness, to warn that **"Gen AI tools are playing with fire"** and threaten to undermine the public's "fragile faith in facts". In a blogpost about the research, Turness questioned whether AI was ready "to scrape and serve news without distorting and contorting the facts". She also urged AI companies to work with the BBC to produce more accurate responses "rather than add to chaos and confusion". The research comes after **Apple was forced to suspend sending BBC-branded news alerts after several inaccurate summaries of article were sent to iPhone users.** Apple's errors included falsely telling users that Luigi Mangione – who is accused of killing Brian Thompson, the chief executive of UnitedHealthcare's insurance arm – had shot himself.

## Many accounts on AI websites get Hacked and stolen

**Fender 23** https://www.bitdefender.com › blog › hotforsecurity
"Bitdefender - Global Leader in Cybersecurity Software." n.d. Www.bitdefender.com. https://www.bitdefender.com.
In the 12 months running up to May 2023, **the login credentials of over 100,000 hacked ChatGPT accounts found their way onto dark web marketplaces.**That's the finding of researchers at Group-IB, who discovered the usernames and passwords within the information-stealing malware sold via underground cybercrime forums.The distribution of the AI-powered chatbot account credentials is concerning for a number of reason.Firstly, the rising use of **OpenAI's ChatGPT in the workplace raises the risk that confidential and sensitive information will fall into unauthorised hands** as a result of account passwords being distributed.

Furthermore, there is the very real danger that workers will have reused the same password for their ChatGPT account as other online accounts, raising the prospect that **hackers** may be able to use the compromised **detail**s to access other online accounts and potentially **steal other corporate data.** According to the researchers, the logs indicated that most of the breached ChatGPT credentials were scooped up by the Raccoon information-stealing malware.The notorious Raccoon information-stealing malware is used by cybercriminals to steal sensitive data from victim's browsers and cryptocurrency wallets, scooping up saved credit card details, saved login details, and extracting information from cookies.For as little as US $200-per month malicious hackers and fraudsters could purchase access to Raccoon's capabilities. The development of the Raccoon malware was disrupted after Ukrainian national Mark Sokolovsky, its alleged developer, was arrested in the Netherlands at the request of the FBI.The news of the arrest put to the malware-as-a-service group's earlier claim that their key developer had been killed in the early days of Russia's invasion of Ukraine.Although at the time of Sokolovsky's arrest the infrastructure for Raccoon was also dismantled, new versions of Raccoon have been released since - at an increased price of US $275 per month.It is estimated that **approximately one million people had fallen victim** to Raccoon by the end of 2022, with users most commonly attacked via boobytrapped emails.

## No Quick Fixes

Matt **Burgess** Apr 13, 20**23** " The Hacking of ChatGPT Is Just Getting Started"
https://www.wired.com/story/chatgpt-jailbreak-generative-ai-hacking/

**Generative AI systems are** on the edge of **disrupting the economy** and the way people work, from practicing law to creating a startup gold rush. However, those creating the technology are aware of the risks that jailbreaks and prompt injections could pose as more people gain access to these systems. Most companies use red-teaming, where a group of attackers tries to poke holes in a system before it is released. Generative AI development uses this approach, but it may not be enough.

**Continued**

**Fox,** Jacob. "Top 40 AI Cybersecurity Statistics | Cobalt." Cobalt.io, Cobalt, 10 Oct. 20**24**, www.cobalt.io/blog/top-40-ai-cybersecurity-statistics.

The latest AI cybersecurity statistics show an **increase in artificial intelligence to power phishing, ransomware attacks,** crypto-related crime, and other forms of attack. Organizations are already feeling the impact of AI-generated attacks and anticipate the increased prevalence of low-level vulns becoming more common targets for amateur attackers empowered by LLM technology. In response, security teams are turning to AI-powered tools to fight AI with AI. Here's a roundup of some top AI cybersecurity statistics that illustrate current trends and likely future trajectories.

## Cost and Frequency of AI Cyberattacks

Security stakeholders rank the highest AI-powered cybersecurity threat categories as malware distribution, vulnerability exploits, sensitive data exposure from generative AI, social engineering, net unknown and zero day threats, and reconnaissance for attack preparation (Darktrace).

**74% of IT security** professionals report their organizations **are suffering** significant impact from AI-powered threats (Darktrace).75% of cybersecurity professionals had to modify their strategies last year to address AI-generated incidents (Deep Instinct),**97%** of cybersecurity professionals **fear** their organizations will face **AI-generated security incidents** (Deep Instinct)

.**93% of businesses expect to face daily AI attacks** over the next year (Netacea).

**87% of IT professionals anticipate AI-generated threats will continue** to impact their organizations for years (Darktrace).**The global cost of data breaches averaged $4.88 million over the past year, representing a 10% increase and an all-time high (IBM).**

Organizations most frequently experience social engineering and phishing attacks (reported by 56% of IT professionals), web-based attacks (50%), and credential theft (49%) (Ponemon Institute).

## AI Phishing

**Fox 24,** Jacob. "Top 40 AI Cybersecurity Statistics | Cobalt." Cobalt.io, Cobalt, 10 Oct. 2024, www.cobalt.io/blog/top-40-ai-cybersecurity-statistics.

**40% of all phishing emails targeting businesses are now generated by AI** (VIPRE Security Group).

**60% of recipients fall victim to AI-generated phishing emails**, equivalent to rates for non-AI generated emails (Harvard Business Review).

Spammers save 95% in campaign costs using large language models (LLMs) to generate phishing emails (Harvard Business Review).

**Phishing attacks cost an average $4.88 million per breach (IBM).**

AI Deepfakes

**61% of organizations saw an increase in deepfake attacks over the past year** (Deep Instinct).

Deepfake attacks are projected to increase 50% to 60% in 2024, with 140,000 to 150,000 global incidents (VPNRanks).

75% of deepfakes impersonated a CEO or other C-suite executive (Deep Instinct).

**Generative AI will multiply losses from deepfakes and other attacks 32% to $40 billion annually by 2027** (Deloitte).

Impersonation scams cost $12.5 billion nationally in losses in 2023 (Federal Bureau of Investigation).

AI Ransomware

48% of security professionals believe AI will power future ransomware attacks (Netacea).

The average ransomware attack costs companies $4,450,000 (IBM).

Ransomware attacks rose 13 times over the first half of 2023 as a percentage of total malware detections (Fortinet).

AI Cryptocrimes

Deepfakes will account for 70% of cryptocrimes by 2026 (Bitget).

Cryptocrime losses totaled $5.6 billion nationally in 2023, accounting for 50% of total reported losses from financial fraud complaints(Federal Bureau of Investigation).
Cryptocurrency losses rose 53% from 2022 to 2023 (Federal Bureau of Investigation).
AI-generated Cybersecurity Risks
60% of IT professionals feel their organizations are not prepared to counter AI-generated threats (Darktrace).
While 79% of IT security executives say they've taken steps to mitigate AI-generated risks, just 54% of hands-on practitioners share their confidence (Darktrace).
41% of organizations still rely on endpoint detection and response (EDR) strategies to stop AI attacks (Deep Instinct). Previous research has found that over half of organizations say EDR solutions are ineffective against new types of threats (Ponemon Institute).
Despite the limitations of EDR, 31% or organizations plan to increase investment in EDR solutions (Deep Instinct).

# C3: Poverty

Access to Generative AI technology, and the ability to integrate it into a meaningful education, highly depends on access to wealth. Integrating AI into the education system will stratify the education system into AI-augmented and un-augmented. This will further perpetuate cycles of poverty.
**Warrant: Tech access varies by socioeconomic status, education solves.**

**Ritzhaupt**, Albert. "The Digital Divide in Formal Educational Settings: The Past, Present, and Future Relevance." Handbook of Research in Educational Communications and Technology. September 2020. https://doi.org/10.1007/978-3-030-36119- 8_23. Accessed February 14, 2025.
The Digital Divide has been a topic under investigation since the mid-1990s both within and outside the USA. The Digital Divide historically has referred to a social inequity between those individuals who have access to information and communication technology (ICT) and those that do not. In recent years, the notion of the **Digital Divide has expanded** to include other dimensions beyond access, such as use, knowledge, skills, and dispositions of ICT resources. The Digital Divide **manifests itself on** a number of dividing factors, such as **socioeconomic status**, gender, age, culture, geographic location, and more. As formal **educational programs are often perceived to be the instrument to correct this social inequity,** studying the structure of the Digital Divide in the context of formal educational settings is important to ensure programs are narrowing as opposed to widening the ICT gaps. This chapter presents the Levels of the Digital Divide in Schools presented by Hohlfeld, Ritzhaupt, Barron, and Kemker (2008) as a conceptual framework to characterize the evolving phenomenon.

**Warrant: Generative AI undermines this by creating a tiered educational experience.**

**Farahani**, Milad Shahvaroughi and Ghazal Ghasemi. "Artificial Intelligence and Inequality: Challenges and Opportunities." Khatam University. February 2024. https://radensa.ru/wp- content/uploads/2024/05/Artificial_Intelligence_and_Inequality_Challenges_.pd f. Accessed February 14, 2025. Access to Education
**Disparities in access** to quality education serve as a fundamental driver of inequality in the AI era. Socioeconomically disadvantaged communities often lack access to educational resources, including high-quality schools, trained teachers, and technology infrastructure, which can **limit their ability to acquire the skills needed to participate** in the AI-driven economy. Addressing disparities in access to education is essential for ensuring that all individuals have equal opportunities to develop the skills required to thrive in the AI era. Digital Divide The digital divide refers to the gap between individuals and communities that have access to digital technologies and those that do not. In the AI era, access to digital literacy skills and technology infrastructure is critical for participation in the digital economy. However, marginalized groups, including low-income individuals, rural communities, and people with disabilities, are often disproportionately affected by the digital divide, limiting their ability to access online learning platforms, AI tools, and digital skills training programs.

**Warrant: This allows higher socioeconomic students to gain cumulative advantage**.

**DiPrete**, Thomas **and Gregory** M. Eirich. "Cumulative Advantage as a Mechanism for Inequality: A Review of Theoretical and Empirical Developments. **Columbia University.** 20**06**. https://doi.org/10.1146/annurev.soc.32.061604.123127. Accessed February 14, 2025.

The central descriptive idea in the CA literature is that the advantage of one individual or group over another grows (i.e., accumulates) over time, which is often taken to mean that **the inequality of this advantage grows over time.** The advantage in question is typically a key resource or reward in the stratification process, for example, cognitive development, career position, income, wealth, or health. The use of CA as a description for growing inequality is just that, another term for describing a pattern of growing inequality. CA becomes part of an explanation for growing inequality when current levels of accumulation have a direct causal relationship on future levels of accumulation. A CA process is capable of magnifying small differences over time and **makes it difficult for** an individual or group that is behind at a point in time in **educational development,** income, or other measures to catch up. Ironically, despite the obvious theoretical and policy importance of CA models, and despite widespread references to their existence in the literature, the sustained development and testing of CA models has been more the exception than the rule.

## Impact: The result is a stratified education system.

**Brezis**, Elise **and** Joel **Hellier**. "Social mobility at the top and the higher education system." European Journal of Political Economy. March 20**18**. https://doi.org/10.1016/j.ejpoleco.2017.04.005. Accessed February 14, 2025.

This paper shows that social stratification and social mobility are closely related to the structure of higher education. An **education system characterized by a division** of higher education into elite and standard universities **leads to permanent social stratification** between the middle class and the elite, the latter being to a large extent self‐reproducing. This is even true in case of democratization and meritocracy in tertiary education. Moreover, we find that a two‐tier higher education always tends towards a steady stratification and the simulations presented in Section 5 suggest that this stratification could be attained after a limited number of generations. A major outcome of the paper is that, the greater the difference in quality and per‐student expenditures between the elite and standard universities, the lower the upward social mobility of the middle class, and the more self‐reproducing the elite group.18 The simulations using plausible values of the parameters show that this impact can be large.

## Impact: This perpetuates cycles of poverty.

**Nusair**, Reham Ershaid. "Education and Social Mobility: Assessing the Impact of Educational Reforms on Economic Inequality." University Science Islam (USIM). January 20**25**. https://easdjournals.com/index.php/oejsse/article/view/7. Accessed February 14, 2025.

The issue of education and economic **inequality is** particularly pressing in light of recent trends showing a **widening gap between rich and poor.** Studies conducted in the United States, for example, have shown that wealthier students are significantly more likely to attend and graduate from college than their lower-income peers, leading to better job prospects and higher lifetime earnings (Reardon, 2011). Similar patterns are observed in other countries, where **disparities in educational access and quality continue to perpetuate cycles of poverty and social immobility**. By examining these trends and the policies aimed at addressing them, this research will offer a comprehensive analysis of the role that education plays in shaping economic inequality and provide recommendations for future reforms.

## Impact: Poverty is cyclical.

**Hobbs**, Steve. "Tending To The Spirit: A Proposal For Healing The Hearts Of Black Children In Poverty." University of Alabama School of Law, 20**06**,https://scholarship.law.ua.edu/cgi/viewcontent.cgi?article=1511&context=fac_a rticles. Accessed February 14, 2025.

**Failing to meet the basic needs** for survival negatively impacts the general well-being of poor children. Their families are under severe stress, which can cause depression and problems that impact family relationships. **Poor households** tend to **have fewer resources for coping**, especially those resources necessary for meeting the developmental needs (educational and social) of growing children. Consequently, school achievement is low because of delayed cognitive development and social and behavioral problems. Needless to say, **such children have limited job prospects that could lift them out of poverty.** Compounding the problem further is the fact that poor teenagers have a much higher pregnancy rate, thus possibly **extending the consequences of poverty to the next generation.**

## Impact: Increases in poverty lead to increases in lives lost.

**Galea**, Sandro. "How Many U.S. Deaths are Caused by Poverty, Lack of Education, and Other Social Factors?" Columbia University. July 5, 20**11**. https://www.mailman.columbia.edu/public-health-now/news/how-many-us-deaths-are-caused-poverty-lack-education-and-other-social-factors. Accessed February 14, 2025.

After calculating for the relative risks of mortality from social factors, researchers obtained prevalence estimates for each social factor using primarily Census Bureau data. Individual social factors included education, poverty, health insurance status, employment status and job stress, social support, racism or discrimination, housing conditions and early childhood stressors. Area-level social factors included area-level poverty, income inequality, deteriorating built environment, racial segregation, crime and violence, social capital and availability of open or green spaces. The investigators found that **approximately 245,000 deaths in the United States in the year 2000 were attributable to low levels of education,** 176,000 to racial segregation, 162,000 to low social support, 133,000[deaths were attributable] to individual-level poverty, 119,000 to income inequality, and 39,000 to area-level poverty. Overall, 4.5% of U.S. deaths were found to be attributable to poverty—midway between previous estimates of 6% and 2.3%. However the risks associated with both poverty and low education were higher for individuals aged 25 to 64 than for those 65 or older.

## Warrant: This need for in person learning is especially strong among the underprivileged as evidenced by their poor recovery from Covid.

**Miller,** Claire Cain, Sarah Mervosh, **& Francesca** Paris. "Students Are Making a 'Surprising' Rebound From Pandemic Closures. But Some May Never Catch Up." The New York Times, January 31, 20**24**, https://www.nytimes.com/interactive/2024/01/31/us/pandemic-learning-loss- recovery.html. Accessed February 14, 2025.

Still, **the gap** between students from rich and poor communities **— already huge before the pandemic — has widened.** "One of the big and surprising findings is there actually has been a substantial recovery," said Sean F. Reardon, a professor of poverty and inequality in education at Stanford, who conducted the new analysis with Thomas J. Kane, an economist at Harvard; Erin Fahle, executive director of the Educational Opportunity Project at Stanford; and Douglas O. Staiger, an economist at Dartmouth. "But it's an unevenly felt recovery," Professor Reardon said, "so the worry there is that means inequality is getting baked in." Some children may never catch up and could enter adulthood without the full set of skills they need to succeed in the work force and life. **The students** most at risk are those **in poor districts, whose test scores fell further during the pandemic.** Though the new data shows that they have begun to catch up, they had much more to make up than their peers from higher-income families, who are already closer to a recovery. The **result:** Students in poor communities **are at a greater disadvantage today than they were five years ago.**

# Impact: Education for those in poor communities is extremely important because it is a way out of poverty.

"How does education affect poverty?" **Concern** Worldwide, September 19, 20**23**, https://www.concern.net/news/how-does-education-affect-poverty. Accessed February 14, 2025.

Education is the best way out of poverty in part because it is strongly linked to economic growth. A 2021 study co-published by Stanford University and Munich's Ludwig Maximilian University shows us that, between 1960 and 2000**, 75% of the growth in gross domestic product around the world was linked to increased maths and science skills**. "The relationship between... the knowledge capital of a nation, and the long-run growth rate is extraordinarily strong," the study's authors conclude. This is just one of the most recent studies linking education and economic growth that have been published since 1990. 2. Universal education can fight inequality A 2019 Oxfam report says it best: "Good-quality education can be liberating for individuals, and it can act as a leveller and equaliser within society." Poverty thrives in part on inequality. All types of systemic barriers (including physical ability, religion, race, and caste) serve as compound interest against a marginalisation that already accrues most for those living in extreme poverty. **Education is a basic human right** for all, and - when tailored to the unique needs of marginalised communities - can be used as a lever against some of the **systemic barriers** that **keep certain groups of people furthest behind.** For example, one of the biggest inequalities that fuels the cycle of poverty is gender. When gender inequality in the classroom is addressed, this has a ripple effect on the way women are treated in their communities. We saw this at work in Afghanistan, where Concern developed a Community-Based Education programme. This allowed students in rural areas to attend classes closer to home, which was especially helpful for girls. Impact: Education could actually help solve global poverty.

Education is often referred to as the great equaliser: It can open the door to jobs, resources, and skills that help a person not only survive, but thrive. In fact, **according to UNESCO, if all students in low-income countries had just basic reading skills (nothing else)**, an estimated **171 million** people **could escape extreme poverty. If all adults completed secondary education, we could cut the global poverty rate by more than half.** At its core, a quality education supports a child's developing social, emotional, cognitive, and communication skills. Children who attend school also gain knowledge and skills, often at a higher level than those who aren't in the classroom. They can then use these skills to earn higher incomes and build successful lives.

Overall, we can see that AI not only doesn't teach new things, it stunts learning. Additionally, we can see it is a clear global threat, causing misinformation, security threats, and a digital divide. Therefore, judge, this is a clear vote for the negation.