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## I. Introduction

- |                                |   |
|--------------------------------|---|
| A. Introductory statement      | GAI leads to a decrease in education quality through cheating, and lower levels of critical thinking and problem solving which decrease the overall quality of education.       |
| B. Stance on Case (AFF or NEG) | NEG   |
| C. Resolution                  | In the United States, the benefits of the use of generative artificial intelligence in education outweigh the harms.  |
| D. Definitions                 |   |
| a. Word 1                      | Generative Artificial Intelligence  |
| i. Source                      | IBM<br><a href="https://research.ibm.com/blog/what-is-generative-AI">https://research.ibm.com/blog/what-is-generative-AI</a>  |
| ii. Definition                 | Generative Artificial Intelligence: (GAI) refers to deep-learning models that can generate high-quality text, images, and other content based on the data they were trained on. |
| b. Word 2                      | Benefits  |
| i. Source                      | Oxford Languages  |
| ii. Definition                 | an advantage or profit gained from something  |
| c. Word 3                      | Education   |
| i. Source                      | Oxford Languages  |
| ii. Definition                 | the process of receiving or giving systematic instruction, especially at a  |

	school or university.
E. Framework	COST BENEFIT ANALYSIS
F. Observation	Cost Benefit Analysis is the best framework for this round .as it is indicated by the resolution.
II. Contention 1 Title	<b>Loss of Important life skills</b>
A. Claim	Over reliance on Ai leads to loss in critical thinking and creativity skills setting them up for failure later in life.
B. Warrant	Use of Artificial intelligence takes the leaning out of education it gives the answer that a student just repeats leading to drop in thinking skills they also lose creativity and ability to come up with ideas due to loss of challenge those critical life skills never exercised are never able to be sued ot full ability diminishing prospects later in life.
C. Data	
a. Card 1	
i. Tag	<b>AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking</b>
ii. Summary	AI reliance leads to higher amount of cognitive offloading and a decreased amount of critical thinking skills
iii. MLA Citation	<i>Gerlich, Michael. "AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking." Societies, vol. 15, no. 1, MDPI AG, Jan. 2025, p. 6, <a href="https://doi.org/10.3390/soc15010006">https://doi.org/10.3390/soc15010006</a>. Accessed 13 Mar. 2025.</i>

b. Card 2

i. Tag

**Critical Thinking: A Model of Intelligence for Solving Real-World Problems**

ii. Summary

Critical Thinking and Problem Solving skills are an indicator of real world success.

iii. MLA Citation

*Halpern, Diane F., and Dana S. Dunn. "Critical Thinking: A Model of Intelligence for Solving Real-World Problems." Journal of Intelligence, vol. 9, no. 2, MDPI AG, Apr. 2021, p. 22, <https://doi.org/10.3390/jintelligence9020022>. Accessed 13 Mar. 2025.*

D. Impact

- Students fail
- Limited education
- Society is at a disadvantage
- People never receive life skills that make life easier

III. Contention 2 Title

**Ethical Concerns**

A. Claim

Some uses of AI are unethical and fundamentally contrast with the poops of education provided to you in our definition

B. Warrant

Many students use AI unethically to get ahead and to cheat, meaning that they never actually understand the topic or gain the knowledge needed to call it an education .

C. Data

a. Card 1

i. Tag

**What do AI chatbots really mean for students and cheating?**

- ii. Summary Majority have used it to cheat! 60-70%
- iii. MLA Citation *"What Do AI Chatbots Really Mean for Students and Cheating? | Stanford GSE."* *Stanford.edu*, 31 Aug. 2023, [ed.stanford.edu/news/what-do-ai-chatbots-really-mean-students-and-cheating](https://ed.stanford.edu/news/what-do-ai-chatbots-really-mean-students-and-cheating). Accessed 13 Mar. 2025.

b. Card 2

- i. Tag **The Impact of High School Cheating**
- ii. Summary Students who cheat do not learn as well and will have problems getting into college and being successful.
- iii. MLA Citation *Tenney Info. "The Impact of High School Cheating - the Tenney School." The Tenney School*, Mar. 2024, [tenneyschool.com/impact-high-school-cheating/](https://tenneyschool.com/impact-high-school-cheating/). Accessed 13 Mar. 2025.

c. Card 3

- i. Tag **PSYCHOLOGY OF ACADEMIC DISHONESTY AND SOCIETY**
- ii. Summary Cheating know leads impacts on a person's character and changes society
- iii. MLA Citation *Von Jena, Zachary. PSYCHOLOGY of ACADEMIC DISHONESTY and SOCIETY . 2020,* [escholarship.org/content/qt34g527n1/qt34g527n1\\_noSplash\\_fd037eb224f70befe0a233f7d915e5f2.pdf](https://escholarship.org/content/qt34g527n1/qt34g527n1_noSplash_fd037eb224f70befe0a233f7d915e5f2.pdf). Accessed 13 Mar. 2025.

D. Impact

- Decrease in education quality
- More unethical society in future
- Higher reliance on AI as more students cheat (refer to C1)

impacts)

#### IV. Conclusion

##### A. Voters

a. Voter 1

b. Voter 2

c. Voter 2

##### B. Ask for Ballot

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