

Forbes

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Peter Greene covers classroom impact of education policy and practice

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[A report issued by the Center for Universal Education at Brookings](#) asserts that while AI may offer some benefits for education, they are currently overshadowed by the risks. The “premortem” on AI and student learning and development stacks up some of the possible enrichment that AI can provide against the ways it can diminish student learning.

Report authors [Mary Burns](#), [Rebecca Winthrop](#), [Natasha Luther](#), [Emma Venetis](#), and [Rida Karim](#) assert that AI can adapt learning and assessment to the students, a particular benefit to students with limited or different educational background. Students who are learning English as a second language can be aided in acquiring the language by AI. AI can be particularly adept at analyzing student weaknesses and providing personally tailored materials, exemplified by the creation of specialized materials for neurodivergent students and students with special needs.

The report authors also suggest that AI can be used to supplement some teacher work, such as letters to parents and creating quizzes and worksheets. They also suggest that carefully limited assistance can help students edit and improve drafts of writing. It should be noted that even these limited uses would be questioned by some educators. As a parent, do you want to hear from your child’s teacher or the software that wrote a note for her? And writing instructors may consider editing a critical part of the process.

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But while these very specific, targeted uses of AI may provide enhancement to education, the risks that the report outlines cover much broader areas of concern.

Automating cognitive work has serious implications for students’ cognitive development. The authors point to a “great unwiring of students’ cognitive capacities.” AI, they argue, has “turbocharged cognitive offloading.” Having AI do the thinking for the student is like

having a robot lift weights for them; the muscles that should be developing remain unused and weak.

The authors see particular risk in schools where work is transactional; trade a completed assignment for a grade. In classrooms where the focus is a completed artifact, students have always looked for ways to skip ahead to the finished piece of paper to hand in. AI has radically simplified that process. The result can be a decline in writing skills, reading skills, and content knowledge. That in turn can lead to a dependence on AI that undermines student autonomy and agency. As one teacher told the researchers, “students can’t complete their work without it.”

Read Also Important New Information from MIT Sloan Management Review:

[AI and Statistics: Perfect Together](#)

Many companies develop AI models without a solid foundation on which to base predictions — leading to mistrust and failures. Here’s how statistics can help improve results.

Read Also Important Information About Gestalt Learning Principles:

The value of the Auditmetrics system is the Excel documentation of strict adherence to IRS and AICPA standards and the “learn by doing” process to get quickly up to speed in going from video learning exercises to actual real-world implementation.

[Auditmetrics AI & Gestalt Principles](#)