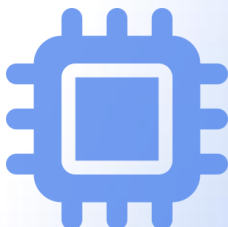




HOW ARE READING HABITS CHANGING IN THE AGE OF AI?

The accelerating pace of access to information is transforming our reading habits, raising the question of whether we can preserve our **cognitive depth** in the process.



The Risk of Declining Cognitive Depth (Shallowing)

Summaries prepared by AI offer users a “result-focused” comfort. However, according to the “Levels of Processing Theory” in learning psychology, as the mental effort devoted to information decreases, so does its retention and internalization.

Traditional reading;

keeps higher-order cognitive skills such as analysis, synthesis, and evaluation active, **preventing the mind from becoming shallow.**

The Difference Between “Skimming” and “Deep Reading”

Rapid consumption in digital environments and AI-generated outputs are training the brain into a “skimming” mode. Cognitive research shows that this weakens the brain's deep reading circuits.

Traditional reading;

trains the prefrontal cortex, giving the individual one of today's most important competencies: the skill of “sustained focus.” This discipline is a form of **cognitive resilience that AI cannot provide.**

Critical Filtering and Algorithmic Bias

AI models tend to repeat the errors or biases present in their underlying data.

An individual with a well-developed reading culture has the ability to filter the text they encounter through a historical and logical lens. A mind without its own reading discipline remains defenseless against the “hallucinations” or biased information that AI can produce.

AI can tell you **what a book says**; but only traditional reading determines **what that book becomes** within your own world.

In conclusion, while AI is an effective assistant for accessing information, it cannot replace traditional reading in building the architecture of the mind. Those who will make a difference in the world of tomorrow will be individuals who use the speed of AI while preserving their capacity for deep thought through traditional reading.

Source:

Wolf, M. (2018). Reader, come home: The reading brain in a digital world. Harper, an imprint of HarperCollins Publishers.

Craik, F. I., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. Journal of Verbal Learning and Verbal Behavior, 11(6), 671–684.