

The integration of generative artificial intelligence (AI) tools like ChatGPT in education has raised concerns that students may become dependent on AI-generated solutions, potentially stifling the development of critical thinking skills. Compounding this issue is the fact that Bloom's Taxonomy--the widely used framework for designing educational goals--fails to address the cognitive demands of AI-assisted learning. Using a conceptual approach supported by empirical evidence from MSc Marketing students' interactions with AI tools over 4 weeks, the study found that AI can both enhance and challenge critical thinking across cognitive, affective, and metacognitive domains.