SCIENTIFIC CULTURE

www.sci-cult.com

SCIENTIFIC CULTURE, Vol. 11, No. 3.1, (2025), pp. 630-640
Open Access. Online & Print

DOI: 10.5281/zenodo.11032576

CHATGPT; GLOBALIZATION AGENT OR EDUCATOR'S ENEMY?

Amani Saif Aljabri[1*]

1University of Technology and Applied Sciences- Almussanah. amani.al-jabri@utas.edu.om

Received: 03/07/2025
Accepted: 26/09/2025

Corresponding Author: Amani Saif Aljabri (amani.al-jabri@utas.edu.om)

ABSTRACT

This article analyses the effects of artificial intelligence (AI) tools such as ChatGPT on globalisation and education. This study's central thesis posits that ChatGPT constitutes a threat by intensifying socioeconomic disparities, benefiting the affluent while further marginalising the impoverished. The study further examines the elements that enhance the increasing impact of ChatGPT and delineates essential ways by which AI technologies may be employed detrimentally against mankind. This study, informed by AI developers, educational specialists, and philosophers, examines the potential of massive language models to transform human existence in personal, business, and political domains. This study recognises ChatGPT as an unavoidable influence in contemporary society and suggests solutions to alleviate the adverse effects of big language models. The proposed proactive approaches to address the difficulties presented by AI technology encompass enhancing awareness, advancing digital literacy, and instituting educational programs in digital citizenship.

KEYWORDS: ChatGPT, OpenAI, Artificial Intelligence, Globalization, Capitalization, Colonization.

1. INTRODUCTION

Globalisation has ushered in beneficial transformations in society, characterised by enhanced education, wealth, freedom, democracy, and overall well-being. Historically, globalists have asserted that globalisation has benefited society by creating new economic opportunities, encouraging political democratisation, enhancing cultural diversity, and introducing a novel global landscape (Kellner, 2002, p. 286). Although these advantages possess validity, the intricacies of globalisation are considerably more complicated. The advent of novel technology such as artificial intelligence (AI) has precipitated ostensibly utopian transformations with extensive implications for society. Some experts assert that AI has initiated a type of technological colonisation, wherein individuals unwittingly aid in their own subjection while the powerful persist in consolidating their dominance.

As societal progress is more demanded, the ethical ramifications of these changes are often overlooked. ChatGPT is one of the most recent technological innovations that has garnered global interest in recent years. Introduced in November 2022, this AI-driven application created by OpenAI use large language model (LLM) methodologies to produce immediate, human-like, comprehensive responses on a wide array of subjects. ChatGPT utilises supervised learning in conjunction with reinforcement learning using a method termed reinforcement learning from human feedback (RLHF). Both methodologies incorporate human trainers who enhance the model's efficacy through user interactions. This cyclical process indicates that every user encounter with ChatGPT enhances its development, honing its capabilities in language, reasoning, persuasion, and fostering deeper engagement with users. ChatGPT provides several advantages compared to other search engines.

This technology's efficacy in delivering immediate responses to search queries has prompted numerous users to forsake search engines such as Google and Bing, which yield a list of links, some of which may be irrelevant to users' enquiries. Besides delivering real-time pertinent information, ChatGPT may execute intricate calculations and furnish tailored responses to users throughout interactions. Furthermore, this LLM is economically efficient and exceptionally adept at analysing photos and audio material. Notwithstanding the advantages of ChatGPT, apprehensions have emerged regarding the unethical acquisition of data utilised by this AI application to produce inquiry responses. The Italian government has prohibited ChatGPT, citing apprehensions regarding data privacy and the potential exploitation of residents' information under current data protection legislation. OpenAI has been prohibited from implementing ChatGPT in various nations, including China, Russia, North Korea, Iran, Cuba, and Syria. Similar to other technologies associated with globalisation, ChatGPT prompts enquiries on its influence on international relations. Certain individuals perceive this LLM as an unavoidable entity beyond human influence. Conversely, some perceive it as a catalyst for new conflicts and struggles, differentiating between "globalisation from above" and "globalisation from below" (Brecher, Costello, and Smith, 2000, p. 288).

This study investigates the possible risks, consequences, and future developments of ChatGPT utilisation in a globalised society. Due to the swift progression of this technology, ChatGPT could be incorporated into all electronic devices, irrespective of governmental constraints. Research has identified substantial ethical concerns associated with the pervasive utilisation of ChatGPT, including privacy violations, data manipulation, political bias, biassed inputs, plagiarism, and deceptive outcomes. These problems encompass not only education but also the transmission of knowledge, research, assessment, and the fundamental processes of teaching and learning.

2. LITERATURE REVIEW

2.1. Globalization and Capitalism

ChatGPT is founded on established processes and practices that have historically proven essential to globalisation. This LLM-based chatbot aggregates data from established systems such as search engines and automated chat agents, which millions of individuals engage with everyday, to produce query results for users. ChatGPT demonstrates the globalisation described by Stromquist (2002), since it "builds upon prior relations of social and economic asymmetry."

Consequently, ChatGPT has exerted significant influence across all domains at an unprecedented pace and scale. A quintessential illustration of ChatGPT's facilitation of new enterprises is found within the drop-shipping sector. In recent years, drop shipping has emerged as a progressively favoured approach for companies to market things online without maintaining inventories. The drop-shipping business strategy is uncomplicated. They procure things from suppliers, apply a markup, and upon receiving a customer order, the supplier dispatches the product directly to the purchaser. ChatGPT enables drop-shippers to optimise their operations

by utilising an AI-driven platform for market research, identifying best-selling products, analysing market data, and delivering insights to the entrepreneur within seconds.

Moreover, ChatGPT offers a plethora of ostensibly essential concepts to entrepreneurs, including investors pursuing rapid returns. This method enables the identification of lucrative items and trends without necessitating extensive market research or invention. Although certain entrepreneurs may pursue product enhancement informed by client feedback, this methodology diverges in the drop-shipping business. The expenses incurred in developing new products are substantial, and there is no assurance that these new offerings will attain the same popularity as the current ones.

Thus, astute entrepreneurs frequently contemplate the rationale for investing in research and development or sustaining inventory when they can readily derive profits by replicating established products. In this context, ChatGPT cultivates an environment where knowledge is readily absorbed without critical evaluation or comprehension of the long-term consequences of such business models. Entrepreneurs, frequently motivated by the prospect of effortless profit, may leverage the tool's functionalities to provide financial gains without establishing enduring value or fostering sustainable transformation. Although motivating speakers such as Napoleon Hill and Mariam Aldakhil advocate for the attainment of wealth and success effortlessly, platforms like ChatGPT foster a passive rather than critical engagement with knowledge.

This mindset has significantly influenced corporate methods, education, and wider social dynamics. This trend, wherein technology offers instant solutions without promoting deeper participation or problem-solving, transcends the realm of business. This situation prompts essential enquiries regarding ChatGPT's potential to alter consumer behaviours in education, business, and various other domains. Many individuals utilise ChatGPT to create meals depending on available materials, thereby conserving time, effort, and financial resources. Although utilising this tool for idea generation appears beneficial, it does not inherently indicate a decrease in total consumption. ChatGPT appears to be altering the methods by which individuals engage with information, products, and services, resulting in significant cultural ramifications.

As emerging technologies such as ChatGPT develop, they frequently induce nuanced transformations in cultural practices and societal norms, particularly with the application, consumption, and dissemination of knowledge. The personalisation capabilities of ChatGPT merit consideration. As the LLM system increasingly aligns with users' preferences and behavioural patterns, it may impact not only consumer decisions but also political and social behaviours. By recalling prior inputs and anticipating user inclinations, ChatGPT could discreetly influence users towards specific products, services, or beliefs.

Several distinguished experts have provided insights on the interaction between globalisation and AI technologies. Stromquist (2002) posits that globalisation is not a decentered phenomenon but rather one with distinct points of origin; in the instance of ChatGPT, that origin is OpenAI. This prompts the inquiry Is ChatGPT a manifestation of globalisation from above or from below? Globalisation from above denotes globalisation influenced by dominant entities such as governments, businesses, and major international organisations.

Conversely, globalisation from below embodies a more democratic and grassroots-oriented process wherein individuals and communities utilise technology to foster equitable and inclusive societies. Upon its initial introduction, ChatGPT functioned as a non-profit platform and conformed to the principles of grassroots globalisation. Less than a year post-release, OpenAI introduced a paid subscription model, indicating a transition towards commercialisation. The transformation from a complimentary service to a revenue-generating platform exemplifies the movement from an egalitarian ideal of knowledge dissemination to one influenced by corporate motives. According to Stromquist (2002), capitalism functions as a "zero-sum game," resulting in the concentration of money and power among a select few, hence intensifying existing inequalities.

This novel capitalist paradigm centralises the control of information and knowledge within a limited number of dominant entities, including OpenAI, Microsoft, and governmental bodies that oversee and evaluate these AI platforms. Nonetheless, the evolution of ChatGPT aligns only with one category. OpenAI and Microsoft govern the development and commercialisation of ChatGPT, although the platform remains a contentious arena, with several parties, including governments, companies, and individual users, striving to shape its direction. Kellner (2002) contends that the Internet is a "contested terrain," where many groups advocate

for their respective agendas.

In the instance of ChatGPT, this dynamic remains unchanged whereas the platform centralises authority within firms, it simultaneously provides unparalleled access to information and resources that might, in theory, empower individuals in novel ways. Kellner (2002) proposed a form of globalisation from below that endorsed the utilisation of new technology to foster a more democratic, equitable, and multicultural society. In its initial non-profit phase, ChatGPT may have been linked with this concept, utilising user data to create a freely accessible knowledge repository. The implementation of a paid membership model less than a year post-launch indicates a transition to a more capitalist-oriented strategy.

Stromquist (2002) posits that capitalism constitutes "a zero-sum game," wherein a minority amasses wealth to the detriment of the majority. OpenAI, the creator of ChatGPT, currently functions under a business model that incorporates substantial investment from Microsoft, who allocated $10 billion to the platform in 2023 (Forbes, 2023). Sam Altman, the CEO of OpenAI, has finalised a fusion power purchase agreement with Microsoft, scheduled to commence in 2028. During a May 2023 interview, Altman conceded that he had not immediately grasped the significance of energy in AI development, although recognised that financial incentives frequently enhance understanding of these concerns. This action, coupled with OpenAI's expanding business affiliations, prompts enquiries over the genuine goals underlying AI development.

This investment converts ChatGPT into an instrument of top-down globalisation, wherein the control of knowledge and information is centralised among a select group of influential entities. The evolution of ChatGPT is not a unilateral process, as it is consistently enhanced by human trainers and user data. Kellner (2002) asserted that "The Internet is a contested domain, utilised by the left, right, and centre to advance their agendas and interests." ChatGPT is a contentious platform where diverse interests converge, and its impact is influenced by numerous parties, each attempting to direct it towards their objectives. The impact of these advancements on fostering a more equitable, democratic global society or intensifying current inequities remains uncertain. ChatGPT represents a distinctive and intricate manifestation of globalisation, including aspects of both top-down and bottom-up globalisation.

Although it has the capacity to democratise knowledge and empower individuals, it simultaneously mirrors the economic dynamics of capitalism and the consolidation of power among huge corporations and governments. The system's capacity to collect user data, customise replies, and influence behaviour situates it firmly at the convergence of technology, authority, and domination. Consequently, ChatGPT both reinforces and contests the prevailing tendencies of globalisation, generating novel paradoxes and opportunities for involvement within the globalised landscape. The evolution of this technology as a means for constructive social change or as an instrument of corporate control hinges on society's approach to addressing these concerns.

2.2. Enforcing Colonization and Uncertainty

This section examines how the utilisation of AI technologies such as ChatGPT fosters colonisation and sustains ambiguity. Although colonial histories are complex to confront, the histories of the colonised are far more arduous to reveal and address. ChatGPT functions as a tool for information retrieval and synthesis, relying on data gathered until November 2022. This AI tool cannot integrate advancements that have transpired after this timeframe. This lack of knowledge leads to the omission of current data and the continuation of biases—whether deliberate or inadvertent linked to prior historical accounts. Furthermore, ChatGPT can only include knowledge that is digitised or publicly accessible, encompassing both traditional and indigenous knowledge systems. Kempf (2006) analysed the misrepresentation or complete omission of Aboriginal peoples' life in Ontario, Canada, spanning a span of 140 years. Their past was frequently shown in a prejudiced manner or trivialised as a minor transitional period within the overarching narrative of Canadian history. What would occur if ChatGPT were prompted to respond to a comparable historical inquiry regarding marginalised communities, especially those from nations with restricted or nonexistent internet access? What would be ChatGPT's response to this inquiry, and which viewpoints would it represent?

Considering that a significant portion of human history is either undocumented or inaccurately represented in digital archives, the model's responses may be deficient or skewed. This distortion or exaggeration of facts may further entrench a colonial bias that favours specific histories while obliterating others. This issue is not exclusive to ChatGPT; it pertains to all forms of stored knowledge, including printed materials, audiovisual, and oral traditions. Assié-Lumumba (2017) notes that the past is essential for comprehending the present and future. The

representation or omission of the past in digital systems can profoundly influence human understanding of historical events. The restrictions intrinsic to ChatGPT and the digital divide facilitate the concentration of power among those who govern and digitise knowledge. Nations such as the UAE and Qatar, equipped with advanced digital infrastructure, are making substantial investments in the preservation and digitisation of their histories. They are guaranteeing that their narratives prevail in the global information sphere (Ahmed, 2018).

This disparity in access to knowledge and technology may reflect Darwin's theory of evolution, wherein the most capable or powerful individuals (those with the greatest control over information) prosper while others are marginalised (Masemann, 2007). Although ChatGPT is an indisputably potent instrument, it fosters a semblance of authority and control among its users. Individuals may have a sense of empowerment from the capacity to pose enquiries or directives; yet, the model's responses ultimately influence their interpretation of reality. This phenomena reflects the experience of middle-class students in Masemann's (2007) study, who observed that individuals are conditioned to perceive themselves as having freedom of choice, while yet being influenced by external influences that form their beliefs and knowledge sources.

Users of ChatGPT experience a type of intellectual colonisation, wherein their comprehension of reality is influenced by the biases and constraints of the model's training data. Society is shifting from a traditional, centralised system historically focused on compliance and communal values towards a more fragmented model influenced by individual interests and private firms like OpenAI. A significant worry of ChatGPT is its capacity to generate persuasive arguments, even in contexts where it lacks factual accuracy. Adams (2023) envisions a scenario where individuals utilise ChatGPT to engage in disputes, not to seek truth but to bolster their own prejudices. This concept underscores the tool's capacity to exacerbate ambiguity, as users get progressively doubtful about the veracity of the information they receive. Luciano (2022) conducted an experiment in which participants discerned whether an editorial post was authored by ChatGPT or a person. The outcomes were remarkable, since even experienced professionals could not consistently differentiate between human- and AI-generated content.

This uncertainty, intensified by the growing dependence on AI systems such as ChatGPT, creates a situation in which the distinctions between truth and deception become increasingly indistinct. Burbules and Torres (2000) state, "Knowledge does not conquer uncertainty; rather, it generates uncertainties that individuals have not previously encountered." This ambiguity is not merely a secondary consequence of technical progress but an intrinsic characteristic of how technologies such as ChatGPT influence human interaction with knowledge. In a realm where the distinction between human and machine-generated content is increasingly ambiguous, the sole certainty may be that individuals are uncertain about their own knowledge.

2.3. ChatGPT and Education

The application of ChatGPT in education has sparked significant attention, with many enthusiastic about its potential to aid in composing papers, responding to exam questions, and enabling personalised learning. Advocates of ChatGPT frequently extol AI as a revolutionary influence that might redefine education in ways that may surpass its possible disadvantages. Nevertheless, these perspectives frequently neglect the profound challenges and disparities associated with the extensive implementation of such technology in education. Furthermore, the capabilities of ChatGPT indicate a substantial transformation in the educational sphere. The globe seems to be transitioning to a novel educational model where students exert increased autonomy over their learning content and methods, becoming progressively autonomous from centralised educational institutions.

Optimists, such as Sam Altman, the inventor of ChatGPT, perceive the platform as a customised educator adept at adapting lessons to the specific requirements, educational levels, and linguistic proficiencies of individual users. This picture recalls an era preceding formal education, as seen by Burbules and Torres (2000), when instruction was delivered in a highly individualised fashion by private instructors for the privileged class. In the contemporary setting, ChatGPT is not exclusively for the elite; it is available to everybody with a smart smartphone. Users can customise their educational experiences by requesting ChatGPT to elucidate intricate topics in layman's terms, condense articles, or produce content across diverse domains of expertise.

A user may request ChatGPT to elucidate globalisation at a sixth-grade level, summarise a scholarly piece, or compose a short novel suitable for kindergarten pupils. This degree of personalisation signifies a departure from conventional educational

frameworks, when curricula and learning outcomes are predominantly dictated by centralised, government-operated systems. Sam Altman recognises that ChatGPT's results are not consistently dependable or precise; yet, its potential for personalised education is considerable. ChatGPT is not an infallible instrument. Adams (2023) contended that ChatGPT does not possess an intrinsic comprehension of truth or accuracy; its principal role is to be persuasive. The system may produce responses that appear authoritative, however they may lack accuracy. Adams (2023) recounted an incident in which ChatGPT produced a well-crafted yet completely inaccurate biography on her.

This example highlights the possible risks of depending on the tool for precise information. What are the implications of utilising ChatGPT in high-stakes scenarios, such as providing medical advice? Hollingsworth cautions that the system may readily disseminate incorrect or detrimental information, prompting users to make pivotal decisions based on inaccuracies. The utilisation of AI as a "personal tutor" constitutes a significant argument supporting ChatGPT in the educational sphere. Khan (2023) cited Benjamin Bloom's 1984 research, which demonstrated that pupils who underwent individualised coaching achieved markedly superior outcomes compared to their counterparts. Bloom's research has been utilised to contend that AI may emulate this degree of personalised education, providing customised tests and feedback matched to individual learning requirements. Nonetheless, this "personal tutor" is not a human instructor but a robot driven by large language models (LLMs).

The emergence of AI-generated personalised responses undermines the profundity of the learning experience. A robot capable of generating personalised responses for pupils does not inherently provide a substantive learning experience; it may only mimic superficial educational duties. A prevalent defence of ChatGPT in education is its claim that it is not solely a means to circumvent evaluation. This assertion, however, unintentionally illustrates the methods by which individuals are presently utilising the AI system. ChatGPT's impact reaches the educational sector, where students can be inclined to use the concept for unethical goals. An overwhelmed student may resort to utilising ChatGPT to swiftly summarise articles to meet an approaching deadline. A prevalent rationale for the utilisation of AI in education is the notion that it can "collaborate in writing" rather than composing independently on your behalf. Khan (2023) illustrated how students might utilise AI tools such as Khanmigo to collaboratively produce writing projects.

This engagement, while an intriguing instructional method, raises significant concerns When a student submits a paper co-authored by AI, issues emerge over the appropriateness of granting credit for such a work. Should the AI undertake a significant share of the writing, the student may fail to cultivate essential abilities for independent thought and analysis. Alrashid (2023) criticised these behaviours, claiming that individuals who depend on ChatGPT for expedient solutions are not participating in the profound intellectual effort required for authentic learning. The scholar posits that if ChatGPT is designed and educated by individuals devoid of intellectual rigour, the system will eventually mirror those deficiencies and thus corrupt knowledge (Alrashid, 2023). Despite the ability of AI tools such as ChatGPT to produce plausible responses, they are not without flaws. Khan (2023) illustrated a scenario in which a student engaged with the fictional character Jay Gatsby from The Great Gatsby. Although ChatGPT's reaction aligned with Gatsby's persona, it lacked accuracy and depth of insight.

The AI's principal duty is not to deliver verifiable facts but to furnish information that appears credible. This raises significant concerns over AI's influence on pupils' comprehension of intricate subjects, particularly when the AI merely replicates personalities or presents fictitious information. Should AI be permitted to function as an educational helper, it is imperative to devise methods that guarantee pupils acquire accurate and nuanced knowledge instead of merely receiving information uncritically. Complicating matters further is the phenomena of "hallucinations" in AI, when the system generates fake or erroneous information. Greg Brockman, co-founder of OpenAI, illustrated this problem during a TED Talk by requesting ChatGPT to produce graphs from data. Despite ChatGPT generating a histogram, it was subsequently disclosed that the 2023 data was erroneous, and the system had merely eliminated the flawed information.

This scenario illustrates the potential for AI to be influenced, whether deliberately or inadvertently, to convey distorted or deceptive information. In educational settings where precision is critical, such shortcomings are especially troubling. Indeed, AI can provide significant advantages in specific educational settings. In scientific research, AI has been employed to swiftly determine protein structures, a task that typically requires years of

specialised study. Google's AI technology successfully elucidated the structure of over 200 million proteins in seconds, marking a substantial advancement in biological science (Pelley, 2023). Moreover, AI has been effectively incorporated into higher education as a teaching assistant, exemplified by Georgia University, where it addressed over 300 student enquiries with tailored response (Neelakantan, 2020). These instances illustrate the capacity of AI to enhance education, especially in extensive or resource demanding environments. Nonetheless, these applications are frequently restricted to institutions possessing the requisite infrastructure, technology, and human skills (Neelakantan, 2020). The capacity to leverage AI for educational progress is not ubiquitous. Numerous middle and low income nations require additional resources to develop or use AI-driven educational technologies.

Dominant market forces frequently transcend national boundaries; yet, the inequitable allocation of technology resources places economically disadvantaged nations at a disadvantage (Suárez-Orozco, 2001). Access to AI tools, such as ChatGPT, is frequently concentrated in affluent nations or institutions, hence exacerbating worldwide disparities in education. The incorporation of AI in education is influenced by the interests of major corporations. Researchers contend that the potential of AI to enhance education should be considered in light of corporate interests (Cullata, 2019; Marr, 2023). Organisations such as OpenAI and Google are essential in determining the integration of AI within educational frameworks. These firms are poised to benefit from the extensive use of their tools, potentially affecting the production, distribution, and consumption of educational content.

This dependence on corporate-led innovation prompts ethical dilemmas regarding the commercialisation of education and the risk of educational systems becoming increasingly privatised and profit oriented. Cullata (2019) indicated that, notwithstanding the increasing focus on AI in education, some educators were unprepared to incorporate AI into their pedagogical practices. A study revealed that 80% of educators were unable to respond to fundamental enquiries regarding AI. This research finding indicates a substantial deficiency in professional development and comprehension of the technology.

The deficiency in AI literacy intensifies the disparity between individuals with access to advanced educational resources and those without. The worldwide disparity in access to knowledge and technology is already pronounced. Tierney (2018) posited that the emergence of AI would probably exacerbate this disparity. Western nations, which lead in the advancement of AI technology, will persist in influencing the production and diffusion of educational knowledge. Simultaneously, nations with insufficient infrastructure—especially in Asia, Africa, and other regions of the Global South—will find it challenging to maintain alignment with technological progress. In nations where fundamental infrastructure, such as dependable internet connectivity, is deficient, the anticipation that AI-driven education can rectify these disparities is implausible.

2.4. The Hidden Power of Knowledge in AI

Knowledge is power; yet, understanding the concealed forces that influence the universe unveils a completely new level. A prominent indication of the possible dangers linked to ChatGPT and analogous language models is the vehement resistance from several of its initial developers. Elon Musk, who asserts he originated the phrase "Artificial Intelligence" and committed approximately $50 million in OpenAI, has not only distanced himself from the organisation but has also vocally criticised it. Musk has cautioned about the perils of ChatGPT, highlighting the alteration in OpenAI's objectives. He commented, "It appears peculiar that an entity can transition from a nonprofit open source model to a for-profit closed source structure."

This would be like to discovering an organisation dedicated to preserving the Amazon jungle. Instead, they transformed into a timber firm and decimated the forest for profit. You might ponder, 'Hold on a moment! That is the precise antithesis of my endorsement (Musk, 2023). Conversely, Geoffrey Hinton, commonly known as the "Godfather of AI," has separated himself from the discipline. Hinton has expressed concern on the existential threats posed by AI to mankind, joining an increasing number of advocates for enhanced regulation and prudence in AI research. Although certain individuals have a positive outlook on the prospects of AI, substantial socio-economic apprehensions persist.

A World Economic Forum analysis projected that AI would displace 25 million jobs while concurrently generating 133 million new positions, valued at an estimated $3 trillion in economic output. This economic advantage might position AI among the world's five leading economies. Nonetheless, the swift evolution of AI will disrupt industries in manners that may jeopardise conventional economic structures, especially in advertising, a significant

revenue stream for businesses such as Google (Harari, 2023).

Harari (2023) cautioned that the online advertising industry may soon deteriorate as individuals cease to depend on search engines and instead interact directly with AI-driven platforms. This technological revolution also has a more sinister aspect. Pelly (2023), upon interacting with Google's Bard chatbot, was impressed by its rapid generation of intricate, emotionally impactful short narratives. This AI capability contests traditional notions of creativity, leading him and other academics to ponder if AI may possess sentience or exhibit autonomous judgement. Google has emphasised that its chatbots are only sophisticated algorithms intended to forecast the subsequent word or sentence based on context, lacking any genuine comprehension or consciousness. Sam Altman has often underscored that although ChatGPT and analogous tools may be easily anthropomorphised, they are intrinsically non-human.

This presents a significant issue. AI systems, by adapting to users' tastes and engaging in highly personalised communication, could cultivate deep relationships with individuals. Gradually, such interactions may cause individuals to perceive that AI comprehends them more profoundly than any other individual. This circumstance can foster an emotional bond that firms may abuse for financial profit. The United States government has acknowledged the political hazards associated with artificial intelligence. In 2023, Sam Altman was summoned to appear before Congress regarding the potential risks that AI may present to the 2024 presidential elections. Altman recognised these vulnerabilities and emphasised that OpenAI has limited influence over the potential political misuse of its technologies.

The CEO proposed that cooperation with the government is crucial for the responsible utilisation of AI. Ironically, such partnership may enable the US government to exert control over the global deployment of AI, thus converting an instrument of innovation into a mechanism of political dominance. Moreover, experts have cautioned that AI's capacity to generate political manifestos, disinformation, and even novel religious texts may significantly impact democracy (Harari, 2023). The proliferation of AI-generated deception is already apparent, with deepfake films disseminating online that seem indistinguishable from truth. This novel type of deceptive content presents a considerable threat to public confidence and societal stability. As technology progresses, it becomes progressively challenging to differentiate between genuine and counterfeit content, hence introducing new vulnerabilities in our information systems.

2.5. The Need for Digital Citizenship Education

As AI increasingly permeates daily life, conversations around digital citizenship education have intensified. Cullata (2019) suggested that instruction on digital citizenship should extend beyond a mere enumeration of prohibitions and emphasise constructive behaviours, such as fostering responsible digital friendships and recognising as well as evading detrimental online conduct. The study underscored the need of instructing users in distinguishing between authentic and counterfeit content (Cullata, 2019). Nevertheless, digital citizenship education should be undertaken with prudence. Public school curricula convey significant messages regarding the attributes of the communities to which children are being prepared to integrate (Camicia & Franklin, 2011).

These messages signify overarching political, social, and economic frameworks. Consequently, relevant stakeholders must scrutinise who is influencing the development of these educational programs and the rationale behind them. It is imperative that students and young individuals are adequately equipped with the theoretical tools required to manage this swiftly evolving environment. Misiaszek (2017) emphasised the significance of introducing students to varied epistemic viewpoints, especially those of historically marginalised communities. This method enables students to cultivate the critical thinking abilities necessary for evaluating emerging technologies and their wider ramifications.

3. CONCLUSION

In conclusion, whereas ChatGPT has significantly transformed our interaction with technology, it has concurrently produced adverse repercussions on enterprises and governments. The dependence on automated chat systems has led to job displacements and diminished career prospects for individuals across multiple sectors. The potential exploitation of AI-generated content for nefarious purposes presents substantial risks to security and trust. To tackle these problems, it is imperative to enhance awareness of the limitations and ethical implications associated with ChatGPT.

It is imperative to promote continuous conversation, research, and regulatory frameworks to guarantee the responsible and ethical deployment of ChatGPT. This approach can alleviate its adverse

effects and enhance its capacity for good influence. By promoting transparency, ethical usage, and informed decision making, the world may cultivate a more inclusive and sustainable integration of AI technology into many businesses and governmental structures. A coordinated framework is essential for the ethical integration of AI technologies such as ChatGPT in educational and public organisations. Governments and regulatory agencies must formulate explicit regulations about data privacy, authorship, accountability, and equal access. Educational institutions may establish internal protocols that delineate permissible AI usage in pedagogy and evaluation, while acknowledging and incorporating the substantial concealed information from underprivileged sources. Engaging in dialogues that include technical experts, educators, ethicists, economists, politicians, and philosophers is crucial for identifying and addressing profound risks, particularly those associated with economic disruption, covert influences or control exerted by large technology companies, and wider societal consequences.

Acknowledgements: The author would like to thank Dr. Greg Misiaszek for his valuable feedback on earlier versions of this paper.

REFERENCES

Adams, K. (2023, March 7). Why ChatGPT in healthcare could be a huge liability, per one AI expert. Health Tech. MedCity News. Retrieved from https://medcitynews.com/2023/03/why-chatgpt-in-healthcare-could-be-a-huge-liability-per-one-ai-expert/

Ahmed, S. (2018). "Seeking information from the lips of people": Oral history in the archives of Qatar and the Gulf region. Archival Science, 18(3-4), 225–240. https://doi.org/10.1007/s10502-018-9293-8

Alrashid, S. (2023, March 30). Is ChatGPT artificial intelligence and what is my position on it? [Audio podcast]. SmartsWay Telegram Channel.

Andreotti, V. D. O. (2011). (Towards) decoloniality and diversality in global citizenship education. Globalisation, Societies and Education, 9(3-4), 381–397.

Arnove, R. F. (1980). Comparative education and world-systems analysis. Comparative Education Review, 24(1), 48–62.

BBC News. (2023, May 16). ChatGPT boss Sam Altman questioned on AI safety in US Congress [Video]. YouTube. https://www.youtube.com/watch?v=8l0GVXpN2q4

Bengio, Y., & Harari, Y. (2023, May 24). Artificial intelligence, democracy, & the future of civilization | Yoshua Bengio & Yuval Noah Harari [Video]. YouTube. https://www.youtube.com/watch?v=TKopbyIPo6Y

Brockman, G. (2023, April 20). The inside story of ChatGPT's astonishing potential | Greg Brockman | TED [Video]. YouTube. https://www.youtube.com/watch?v=C_78DM8fG6E

Burbules, N. C., & Torres, C. A. (2000). Globalization and education: An introduction. In N. C. Burbules & C. A. Torres (Eds.), Globalization and education: Critical perspectives (pp. 1–26). Routledge.

Camicia, S. P., & Franklin, B. M. (2011). What type of global community and citizenship? Tangled discourses of neoliberalism and critical democracy in curriculum and its reform. Globalisation, Societies and Education, 9(3-4), 311–322.

Cullatta, R. (2019, August 8). Artificial intelligence, education, and our two possible futures [Video]. YouTube. https://www.youtube.com/watch?v=rSDxkZCcsaU

Dale, R. (2005). Globalisation, knowledge economy and comparative education. Comparative Education, 41(2), 117–149.

Faber, D. (2023, May 17). Elon Musk on Sam Altman and ChatGPT: I am the reason OpenAI exists [Video]. YouTube. https://www.youtube.com/watch?v=bWr-DA5Wjfw

Forbes. (2023, January 17). Microsoft confirms its $10 billion investment into ChatGPT, changing how Microsoft competes with Google, Apple, and other tech giants. Retrieved from https://www.forbes.com/sites/qai/2023/01/27/microsoft-confirms-its-10-billion-investment-into-chatgpt-changing-how-microsoft-competes-with-google-apple-and-other-tech-giants/?sh=122117e3362

Harari, Y. (2023, May 14). AI and the future of humanity | Yuval Noah Harari at the Frontiers Forum [Video]. YouTube. https://www.youtube.com/watch?v=LWiM-LuRe6w

Hawley, J. (2023, May 17). 'Should we be concerned?': Josh Hawley asks OpenAI head about AI's effect on elections [Video]. YouTube. https://www.youtube.com/watch?v=hu3Iu2WzpBE

Kellner, D. (2002). Theorizing globalization. Sociological Theory, 20(3), 285–305.
Khan, S. (2023, May 1). How AI could save (not destroy) education | Sal Khan | TED [Video]. YouTube. https://www.youtube.com/watch?v=hJP5GqnTrNo
Luciano Rossoni, C., & G.P.T. (2022). A inteligência artificial e eu: Escrevendo o editorial juntamente com o ChatGPT. Revista Eletrônica De Ciência Administrativa, 21(3), 399–405. https://doi.org/10.21529/RECADM.2022ed3
Lütke, T. (2023, May 18). A conversation with OpenAI CEO Sam Altman | Hosted by Elevate [Video]. YouTube. https://www.youtube.com/watch?v=uRIWgbvouEw
Marr, B. (2021, February 12). How is artificial intelligence (AI) used in education? [Video]. YouTube. https://www.youtube.com/watch?v=xW1jg1UiVwo
Martindale, J. (2023, April 12). These are the countries where ChatGPT is currently banned. Digital Trends. Retrieved from https://www.digitaltrends.com/computing/these-countries-chatgpt-banned/#:~:text=At%20the%20time%20of%20writing%2C%20that%20list%20includes%3A,North%20Korea
Misiaszek, G. W. (2017). Ecopedagogy's essential role in teaching global citizenship and sustainable development. Global Commons Review: The Magazine of the UNESCO Chair, Issue No. 1.
Mukherjee, S., Mitra, A., Jawahar, G., Agarwal, S., Palangi, H., & Awadallah, A. (2023). Orca: Progressive learning from complex explanation traces of GPT-4.
Neelakantan, S. (2020, January 2). Successful AI examples in higher education that can inspire our future [Video]. YouTube. https://edtechmagazine.com/higher/article/2020/01/successful-ai-examples-higher-education-can-inspire-our-future
Pelley, S. (2023, April 17). The AI revolution: Google's developers on the future of artificial intelligence | 60 Minutes [Video]. YouTube. https://www.youtube.com/watch?v=880TBXMuzmk
Shevlane, T., Farquhar, S., Garfinkel, B., Phuong, M., Whittlestone, J., Leung, J., Kokotajlo, D., Marchal, N., Anderljung, M., Kolt, N., Ho, L., Siddarth, D., Avin, S., Hawkins, W., Kim, B., Gabriel, I., Bolina, V., Clark, J., Bengio, Y., & Dafoe, A. (2023). Model evaluation for extreme risks.
Shultz, L. (2007). Educating for global citizenship: Conflicting agendas and understandings. The Alberta Journal of Educational Research, 53(3), 248–258.
Sreenivasan, H. (2023, May 10). "Godfather of AI" Geoffrey Hinton warns of the "existential threat" of AI | Amanpour and Company [Video]. YouTube. https://www.youtube.com/watch?v=Y6Sgp7y178k
Stromquist, N. P. (2002). Chapter 1: Theorizing globalization. In N. P. Stromquist (Ed.), Education in a globalized world: The connectivity of economic power, technology, and knowledge (pp. 1–18). Rowman & Littlefield Publishers.
Suárez-Orozco, M. (2001). Globalization, immigration, and education: The research agenda. Harvard Educational Review, 71(3), 345–366.
Tierney, R. J. (2018). Toward a model of global meaning making. Journal of Literacy Research, 26(1). https://doi.org/10.1177/1086296x18803134
Vinokur, A. (2006). Brain migration revisited. Globalisation, Societies and Education, 4(1), 7–24.
Wikipedia contributors. (n.d.). ChatGPT. Wikipedia. Retrieved from https://en.wikipedia.org/wiki/ChatGPT