



**Artificializing Schools through the Prism of *Class of 1999*:
Between Expectations and Reality**

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Abstract

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This paper brings to the fore some of the multi-dimensional scrupulous and rogue aspects of student-machine interaction in the era of artificial intelligence through the prism of Mark Lester's movie titled *Class of 1999* (part I), with a special focus on the duality of expectations vs. reality. It puts into question the platonic narratives spun around the role of robotic machines in solving such educational problems as disruptive behaviors, rape and drug abuse. It seeks to explore the extent to which these machines can effectively help address these problems. The study and analysis of the film events reveal that there is a discrepancy between educational stakeholders' expectations and reality. The movie shows that AI is a profitable business which has the potential to generate risks for students and educators. It cautions us against AI bias which serves the interests of cash-oriented AI specialists and businessmen. It also warns against turning students into lab rats in top-down governmental AI experiments which can have counter-productive outcomes and render schools apocalyptic and dystopian spaces.

Keywords: artificial intelligence; educational contexts; expectations; reality; lab rats; apocalyptic

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Introduction

Artificial intelligence has recently been making headlines all over the world. Its use and utility in different domains, including education, has triggered a heated debate and caught the interest of cinema makers and producers. *Class of 1999* is one of the movies that have broached the risks of relying on AI to solve complicated issues in educational institutions. The movie may sound exaggeratingly apocalyptic and dystopian as it brings to the fore the destructive nature of AI when it is unsupervised and used for business and cash-oriented purposes, but it has some important implications and recommendations for stakeholders regarding the unpredictable situations and artificial conditions that might come along with AI-driven machines in the classroom.

This paper addresses some importunate questions linked basically to the perplexing intricacies of the incorporation of AI into educational spheres. The paper questions the necessity of using and relying on AI in educational contexts. It also questions the ability of these machines to deal with unpredictable complicated situations. It taps on the possible scenarios that can result from the interaction between AI-driven machines and real students in an authentic learning environment. It draws attention to the

extent to which stakeholders namely parents and educators can trust these machines.

The movie maker has curated Kennedy High School as the sci-fi space where the encounter between robots (teachers) and real humans (students) takes place to underscore the idea that educational institutions can turn wretched places when they are invaded with rogue androids. Disruptive students can grow crueler if the wrong form of artificial intelligence is used. The classrooms can tragically turn into landscapes stained with anger, stress, callousness and sorrow. This shows the ugly face of artificial intelligence. The movie exudes criticism impregnated with a sense of blame, shock, anger, regret and frustration. The events reek of turmoil, horror, suspicion and apprehensive uneasiness. They belie the claims of those who pretend that programmed machines can solve complicated teacher-student relational and educational problems.

The movie is about a secret government experiment of disciplinary education. This program sponsored by the Department of Educational Defense seeks to keep a school safe, but the final outcome is disastrous as everything turns out chaotic and lethal. Safety is a far-fetched objective for students. The movie envisages the possible scenarios that can

result from the on-site physical interaction between AI-driven teachers and real students. It cautions against the over-optimistic forecasts about the magic power of AI teachers to make of Kennedy High School a better learning environment. The results are disastrous as the school gets defiled with the tar of opportunism and egoism. The big expectation to see it as a place free of drugs, rape and disciplinary problems turn into a nightmarish distant mirage. There is a remarkable gap between what the educational government hopes and what transpires in reality. Thus, one of the main themes raised in this film is the plight of humans suspended between their expectations and reality in an AI-driven world.

The film takes us to a higher level of AI which De Spiegeleire et al. (30) call the super-artificial intelligence incarnated in the three indistinguishable human-like AI machines. It is the “artificial intelligence that exceeds human intelligence across any task” (30). It is a higher representation of AI which can lead to an atmosphere of trepidation, indignation and retaliation among students when it is poorly managed, badly supervised, less controlled and maliciously programmed. In the movie, the three AI teachers fail to give any vitality or stability to the already tattered teaching/ learning environment at Kennedy High School.

They manage to make students breathe an air of irredeemable defiance and stubbornness.

By focusing on this film, the purpose is not to judge AI as good or ill, but the ultimate goal is to share one of the fictional representations of AI. This representation mirrors one of the attitudes about it. As it rapidly develops, the concern about its management grows more and more. Therefore, the movie serves as a medium to reflect on AI science, what excites educators about it and what they really fear about it. It provides an opportunity for humans to think about their intelligence and re-evaluate it in different artificial conditions in which human intelligence is pitted against the natural one. Its story seeks to animate our worries as well as our hopes and aspirations.

The title of this paper is inspired from an essay written by Samuel Butler in 1863. The title of the essay was “Darwin among the Machines” in which he raised ominous questions about the future of the human race in an AI-dominated world. He focused on the mechanical appliances which he called “man’s next successor” (62). His essay, just like *Class of 1999*, works as a cautionary bell that human intelligence can be overstepped by the artificial one in a tragic way to the extent that robotic and indistinguishable human-

like machines intrude every field and do every task. To use the words of Butler, “in the course of ages we shall find ourselves the inferior race” (62-63).

Between Expectations and Reality

This movie is basically concerned with experimenting with AI in the classroom and its impact on the future of both teaching and learning. It delves into issues related mainly to safety, ethics, equity, transparency and effectiveness. It provides an opportunity for educational stakeholders to ponder upon the possibility of seeing the AI reasoning superseding the human one. It warns us that the rising interest in AI in education requires very strict, equitable, moral and secure policies that can police the work of AI and help humans get the best of it and avoid its detrimental effects. One of its important messages is that if its use is expected to be almost a must, its regularization should also be seen as a must. There should be some rules and laws to which the architects of AI should conform to meet educators’ expectations in a way that helps learning.

This movie represents the cinematic works that seek to highlight that AI machines do not always go right. They can sometimes go wrong. They can start malfunctioning at any time, generating an atmosphere of frustration and disappointment and widening the gap

between great expectations about their utility and the painful reality that they are no longer perfect. It is the reality that it is impossible to replace a human teacher with an AI one. *AI Teachers Run the School* is the title of a videoed inspiring story directed by Mike Koslov, produced and sponsored by Mann Dhar Studios. In this story, students rebel against their strict teacher who is finally supplanted by a robot. They get happy at the beginning since they get ready-made answers from the robot, but when they discover that their safety, learning and future are in danger, they decide to get back their real teacher.

People interested in the field of education may have great expectations regarding the role of AI-driven machines to solve problems related to discipline and school security. The movie cautions us against the negative aspects of artificial intelligence in educational contexts. It shows that the reality can be gloomy and horrible. AI has the potential to generate risks for students and educators as individuals and groups. They cannot know for sure if the AI machines around them have scrupulous or mischievous purposes. In this vein, Stephen Hawking, a famous physician, has ominously warned against the rogue AI technologies in this way: “Success in creating effective AI could be the biggest event in the history of our civilization. Or the worst. So we cannot

know if we will be infinitely helped by AI or ignored by it and sidelined, or conceivably destroyed by it” (qtd. in Dadwal et al. 101).

AI robots are expected to be neutral and impartial far away from bias since they are machines. But what actually happens is that AI can be biased and its bias is an echo to the human one. In the movie, the three artificially-made teachers are somewhat biased as they take the side of those who charge them with the task of bringing order, discipline and security to Kennedy High School. AI bias in the film mirrors the human one. The same thing pertains to AI violence which is an echo to human violence. The three teachers are extremely brutal because the humans who have made them have put too much anger and cruelty into them. This is exactly what Dr. Bob, one of the key characters in the movie, openly says: “they are machines and they absorb whatever put into them” when he reacts to two robotic specialists who get shocked when one of the students gets killed by the gym teacher.

In this situation, the expectation of the Department of Educational Defense is to re-open the school and restore peace and order to it but the lethal reality is merciless mechanical death. The ultimate outcome is emotional distress and physical pain. Instead of effectively dealing with the misbehavior of the student, the AI machine

beats him hard till death. The disparity of expectations against reality triggers feelings of discontentment and shock among the students, the principal and robotic specialists. This mismatch is one of the highlights of the movie. Thus, the story is actually an alarming bell for all of us to be cautious and think in realistic terms far away from the rosy, dreamy expectations.

The parts of the governmental program have different expectations. For instance, the principal expects students to learn and Dr. Bob, the businessman, expects them to be safe and well-disciplined with the aid of machines and make money in the process. But the reality is that there is no learning, no safety and no discipline. As said earlier, there is devastation, havoc, loss and death. Artificial intelligence turns out to be a profitable business for people like Dr. Bob who tells the principal to keep silent and let the program run at the school so that all the schools across the country can use it to solve disciplinary problems. His tone is impregnated with a sense of the magnitude of the enterprise.

The Department of Education in America expects AI to champion an ethic of care and love over a business enterprise interested in getting as much money as possible by selling robots. The reality is that this enterprise is profitable and its continuity is a matter of life or death for

people like Dr. Bob. When the principal decides to speak against it, he gets killed. It's not about helping educational institutions to be peaceful and better, but about serving people with capitalist monetary mindsets. This is the bitter reality that should not go unnoticed while considering the incorporation of AI into education. This business dimension can yield counterproductive outcomes. Dr. Bob's pertinacity to move ahead with the project can be deemed an indicator that this man serves an unannounced hidden agenda.

Thus, the movie unmask the ugly face of the business of artificial intelligence. Cash-oriented businessmen and scientists like Dr. Bob have conspiratorial pragmatic mindsets as they are ready to have secret plans to reach what Bob calls glory in his attempt to convince the principal to let things go. They try to make people have great expectations about the outcomes, but deep down they are egoists who think about themselves more than the students. Once again, the movie serves as a criticism of the global capital project that turns everything, including AI, into a business.

The non-disclosure of the identity of the three AI teachers and keep it secret can be glossed as a conspiracy against students and their parents who turn out into mere lab rats in a top-down

governmental experiment. They are test subjects, which is an insult to the human species. They are treated in a way devoid of any deferential consideration to students and their families who sink into a miasma of confusion, anxiety and anger. In this way, the movie warns against this kind of experiments in educational contexts. It is, in a sense, critical of the atmosphere of delusiveness caused by indistinguishable human-like AI machines.

One the implied messages of the movie story is that ethics, emotions, humanity, integrity, sincerity and truth exist just in the mind of utopian people who trust the noble discourse of the makers of AI machines and who have big expectations about their efficiency. The reality can be totally different. It is unethical to make real students interact with pseudo humans who are half machines and half humans. Keeping it secret can be seen as a sign of moral deterioration at the age of artificial intelligence. Student-machine interaction is against nature as humans are created to interact with other humans. This mysterious interfusion is not merely mechanical but also emotional and humane. The worst reality is that students among machines are fooled and deceived as they think that the three teachers are blood-and-flesh humans just like them. The students represent the real and the

teachers are the simulated and the gap between the two is blurry.

This is a digression from the natural course of life. With AI technologies, we are distancing ourselves from our real nature as human beings. We are moving from reality to hyper-reality. Therefore, the movie can be seen as a condemnation of the scientific knowledge which has created a number of artificial conditions that humans have to understand and deal with. The movie portends the coming of a dystopian age in which students are sidelined, defeated and even destroyed by AI machines. The future looks opaque and ambiguous. The events turn out to be a sort of AI terrorism and aggression against the rebellious students. The whole educational sphere shifts into an arena for phantasmagoric behaviors, creatures, decisions and choices.

The three teachers are expected to solve disciplinary problems, fight drug abuse and establish order in schools, but their physical atrocity against students turn everything upside down. The grave reality is that these students face extreme rage with extreme harshness and more blood is shed in the process. This is to suggest that this unwonted AI approach based on coercive control can generate nothing but unwonted outcomes incarnated in aggressive acts that culminate in death and destruction. Here, the indistinguishable

human-like AI can goad humans into undesirable situations. The behaviors, choices and decisions of the three AI teachers turn out to be unnerving to students. The questions of trust, security and reliability float to the surface as key elements in student-machine interactions.

The story of the movie implies that the choice of artificial teachers is ridiculous. These machines fail to understand the behaviors of students. They are unable to fathom the depth of their emotions and react appropriately to their needs and problems. The killing reality is that the teachers are just machines programmed to act according to certain artificial conditions. Seen from this angle, the film is a kind of fictional reminder of the fact that “artificial intelligence is by definition something that is created and does not come from nature,” as Murphy (2) puts it in her book *AI in the Movies*. Bringing three AI teachers is an encroachment on the law and logic of nature.

The movie is an invitation to reflect on the ability of AI-driven robots to solve problems in the field of education, the opportunities and risks of relying on them, the real intentions of robotic specialists and their capacity to control the work of robots. The story reveals that controlling the AI-powered teachers is hard even for these specialists. The point to make here is

that what apparently looks like good intentions made by grownups and decision makers in the name of education can turn into tragic events. The intention to fight the gangs' undisciplined demeanors at Kennedy High School by bringing three ex-military re-programmed robots (a trio of robots/ androids) in the guise of teachers of literature, gym and history triggers a revolutionary reaction among students. The appalling physical reaction of the robotic teachers leads to the rebellious reaction of the students. It creates dismay, disappointment and insecurity inside classrooms.

The three teachers are charged with the task of bringing order and law to the school and Seattle. The idea belongs to a businessman named Dr. Bob Forrest (played by Stacey Keach). The choice of this businessman is meant to impart the message that artificial intelligence, as highlighted earlier, is a profitable business governed by cash values. His reaction towards the unruly acts of the teachers is somewhat callous as he insists on going with the plan till the end. He says to the principal that the mission should be accomplished regardless of the consequences. To stave off the principal's call to stop the plan for security reasons, the gym teacher kills him mercilessly. No way to retreat.

The movie draws attention to Man's destiny to get into a direct confrontation with AI-driven machines just like the emotionless androids he has created. Hence the question of the ability of these machines to learn and understand human emotions and behaviors is worth considering. The gym teacher has failed to understand the behaviors of students and, consequently, killed one of them. The death of this student can be glossed as a way to show the lethal nature of rogue robots programmed to control and hegemonize and not to help to grow and develop. Human security is at risk because the androids can sometimes be beyond control as it is the case with the three teachers who follow the students even outside the school. They cannot be totally controlled. General control is so hard. When the students turn on them, they retaliate with extreme agitation more than expected.

The movie is very ironic in the sense that the three AI teachers expected to bring order, discipline and peace to the Kennedy High School have triggered a state of utter confusion and incited more acts of killing, fighting and destruction. Human-generated havoc has been superseded by an AI-generated one. The film is also derogatory as it relegates human intelligence to a lower position. The aching situation is that there is a

celebration of the super-artificial intelligence at the expense of the real human one. It is an insult to real teachers, educators and policy makers who are unable to cope with educational problems and challenges, adopting a human-based approach.

Implications and recommendations

The movie implies the frivolity of addressing disciplinary problems by relying on androids and treating human violence with an artificial one. It also draws attention to the risk that human intelligence can be replaced with the robotic one. The three AI-driven teachers have replaced the real ones who fail to deal with the disciplinary problems caused by the student gangs. Artificial intelligence can put the human one under erasure ("sous rature" in French)¹, to use the words of Jacques Derrida (qtd. in Sarup 30). Human intelligence is in the interval between subversion and replacement. It is necessary but inadequate. In other words, it is in abeyance for an unspecified time as long as it makes concessions for the artificial one.

One of the underlying messages of this movie is that educators tend to resort to artificial intelligence when they find it

hard to fulfil a task, when their authentic human intelligence is unable to come up with adequate solutions to the challenges they encounter in their educational settings, and when the situation is so complicated that it requires unusual measures as it is clearly stated by Dr. Bob Forrest in the movie. This laments the weakness of the natural human mind which fails to cope with natural human issues, and, in the meantime, it reveals the paradox that this mind which creates artificial machines goes back to these machines to seek help and support.

One more implied message is that the belief that artificial intelligence can provide super answers is an illusion. In the movie, the three teachers are presented as super teachers charged with the tasks of bringing order and safety to Kennedy High School marked as a fire-free zone, fighting drug abuse and rampant disorder. But these super heroes simply aggravate the already bad situation by bringing more brutality, chaos, anxiety, tension, friction, fear, suffering and insecurity to the whole educational sphere and city. They fail to understand what the students think, how they behave and why they are lacking in discipline. Thus, they should not be fully trusted when it comes to dealing with very complicated human issues.

Disruptive and troublesome students are presented as enemies for the

¹- Under erasure (in French, "sous rature") is a strategic device "derived from Martin Heidegger, who often crossed out the word 'being' ... and let both word and deletion stand because the word was inadequate yet necessary" (qtd. in Sarup 33).

three AI-enabled human-like teachers and their creators. The implication of this is that human warmth and emotional connections that are highly needed are totally absent. The programmed machines fail to address students in the right way and the ultimate outcome is catastrophic. The point to make here is that these super-artificial human androids can behave as friends, but they can all of a sudden change into ghouls fond of human suffering and death. Therefore, those in charge of the AI educational plan should be held responsible for bringing these ghouls into the classroom and putting the lives of students into danger. Human emotions and behaviors should be addressed only by human specialists. Machines should be left aside in this kind of situations.

When the three industrialized units are introduced to the principal of the school and other educators, he describes this artificial condition as impressive. It is really poignant that he blindly shows admiration and wonder about mysterious human-like machines and he accepts to have them as super heroes to fix the problems at the school. The film is critical of this blindness with which educators embrace AI-enabled tools. AI should be included in education with caution to eschew its negative repercussions. One more important point to add is that some

high-quality training on AI is necessary for educators to better understand the algorithms that govern its work and unlock its full potential to establish a healthy digital learning atmosphere that benefits students.

Viewed from this perspective, the movie draws attention to the danger of the first impression(s) that trap educators into making quick positive conclusions and judgments about the utility and efficiency of AI-powered machines in educational contexts without having enough adequate evidence about the way they function. This is a kind of the first impression hoax. It can be also seen as a form of an AI hook that can trap educators into blindly accepting and using androids without even asking questions about the possible risks of relying on them. Importance should be given to the effectiveness of AI and not to its impressiveness.

One of the strong messages of the movie is that AI-driven machines can escape human supervision and fail to manage unpredictable situations incompatible with what robotic scientists put into them. The options that these machines have are limited to what they mechanically absorb. For example, in the movie, when there is a disciplinary problem in the classroom, the AI teacher has three options: 1) verbal command; 2) take to the principal or 3) physical

punishment. This teacher jumps from the first choice to the third within a time span of less than three minutes. The problem is that this physical violence is ungovernable as it can develop into painful injuries and even death. Everything that ensues the intervention of the three AI teachers is tinged with terror and aggression.

As mentioned earlier, the movie is fraught with innuendos about the discrepancy between expectations and reality concerning the role that AI machines can play in the field of education. Those in charge of educational affairs expect AI to solve complicated problems and transform the learning environment to a better place, but the reality is aching. Machines are programmed to fulfil certain actions and show some behaviors, and, thus, they can never reach the stage of demystifying human emotions and ideas. The implication of this is that mechanizing the school life can lead to nothing but destruction and chaos. Instead, there should be a more natural human consideration of students' undesirable behaviors. There is a need for a humanistic approach to classroom disciplinary problems.

This is to suggest that no matter how sophisticated and developed these AI-driven machines are, they cannot successfully access the recesses of

students' hearts and minds. They cannot better understand the cognitive and emotional processes that lie within. These students need professional educators that can throw the luster of humanity upon their souls far away from the control of industry-based, self-centered agendas that serve those who seek materialistic gains rather than improving the quality of education and the surrounding environment. They need real humans able to educate the best of them. It is an exercise in futility to imbibe the idea that machines can do that.

The movie insinuates that letting the door wide open for money-oriented scientists and businessmen and making of students test subjects are a decline in morality and decency. Governmental educational policies are required to champion human-human interaction at schools to keep them safe and authentic. Integrating artificiality into them is against the normal course of life. It is really paradoxical to expect a man-made machine to come up with magical super solutions to such complicated issues as disruptive behaviors, rape and drug abuse.

The film reveals the absurdity of the student-android interaction. It is meaningless because it is devoid of human warmth. The absence of the second human communicator makes the whole classroom environment weird and artificial. The

choice of AI as a communicative other should be made with caution in some exceptional situations. It should be an exception and not a rule. A primal implication of this is that endowing machines with an animist-like power that can influence the lives of people including students can be construed as a way to robotize them and fill them with ready-made ideas, actions and behaviors. This is to argue that robotizing schools is an important step forward towards hegemonizing them. Instead of creating humans who are able to think, react and interact in natural life situations, AI business makes students and educators mere pawns to concretize their materialistic interests. Viewed from this perspective, artificializing schools is a hegemony strategy.

One more implication is that the more AI industry gets developed and spreads in human educational spheres, the more anxiety, danger and fear penetrate into school life. None can predict for sure the possible outcomes of being with a machine. Therefore, it is really important to reassess the primacy of human intelligence because, with this intelligence, school life can be safer and more meaningful. The students at Kennedy High School get aghast at the sight of the teachers' extreme and unusual outrage. The AI landscape is so complex that

stakeholders should invest tremendous efforts to immunize schools against unethical and risky forms of AI. The doors of schools should be left ajar only for the scientifically and morally tested AI.

These stakeholders should not be very optimistic about AI. They have to be realistic. With AI, people can be islanded. Students are in the island of the real while AI-driven humans are in the simulated and parents are almost absent, ignored or neglected. This gap between the real and simulated is more likely to pose profound risks to students and society at large. This means that people have to be alert to the warning signs that rampant life mechanization is in the process of turning everything including schools into simulated, artificial sites where humanity loses its visibility and fragrance. With AI, schools can smell nasty.

The movie alarms us by highlighting the risks of adopting a robotic, mechanical approach to critical educational issues and problems. The students in the film are irritable, aggressive, anxious and disinterested in learning. AI-led machines cannot fathom the depth of this emotional complexity. Their choices to cope with their misbehaviors are limited to verbal talk, principal's intervention or physical punishment. In all cases, the machines opt for the final option after the failure of the

first and second. These limited options are a sign of the limited potential of AI.

The movie reveals that those who program the three AI teachers expect the first two options to work, but the reality is that the whole classroom environment whispers of a stark, bleak and complex future scenarios etched into students' memories. Robotic cruelty is presented as boundless as it ends up with death in many cases and generates counter violence. The whole educational space becomes a soil for retaliation and aggression. The machines demonstrate more destructive physical force and escape the control of their creators. Thus, educational stakeholders should think twice before integrating AI technologies into the classroom.

AI is a very vast and complex landscape with hazardous hidden crevices to which everyone should pay a close attention. Awareness should be raised about what Saghiri (4), in his prelude to his book titled *Exploring the Dark Side of Artificial Intelligence: Shedding Light on Future Perils and Alarming Dangers*, calls "the dual nature of AI"; that is its power to make the world better, and its potential to take us to uncharted territories filled with ethical, environmental, and societal dilemmas. He describes AI as "both a beacon of hope and a source of contention" (1). Efforts should be made to shine light on the challenges and risks that

lie within and behind artificializing schools. Forces should be joined to strengthen human intelligence at schools because only human teachers can better understand students whose psychological, cognitive and emotional make-ups are really incomprehensible to machines.

With the heavy, blind and business-driven reliance on AI technologies in the field of education, so many risks are brewing in the shadows. This is one of the powerful messages of the movie. Though the events may sound exaggeratingly sci-fictional, they serve as a tool to forewarn educational stakeholders of what is looming ahead in the horizon. Exaggeration is thus a cautionary medium. The film inflates AI's wicked and destructive nature as a way to evoke a strong reaction from them and pass on the idea that solving educational problems requires the use of bona fide psycho-cognitive and socio-cultural devices that prioritize the human and humane dimensions of the teaching/ learning process.

There is a criticism of the brutal industrial forces which transmogrify businessmen into ruthless creatures prone to make money by fiercely taking the lives of students who have uncontrollable tantrums and killing everyone who stands up against their profitable project. The principal gets killed at the end because he

voices his opinion against the governmental AI program after seeing its obtrusive rogue impacts. The people in charge of it are unawed. They are devoid of any human feelings and values which have been supplanted with cash-oriented ones. Thus, the utility of relying on AI-enabled programmed teachers to make schools better is a masquerade to hide the malicious intentions of robotic technologies.

Conclusion

The movie reveals that AI-driven machines can take us from the expectation of hope to the reality of tragedy and death. The implication of this is that educators have to be cautious to circumvent the tragic aspects of AI. Blind reliance on these machines that can take students and educators deep into the abyss of despair. It can create a sort of “a villainous miasma,” to use the words of Henry James (72) in his *Daisy Miller* (1878). This is to imply that it can make educational settings a fertile soil for unpleasant situations and events that create an atmosphere of trepidancy and retaliation.

The film can be deemed a fictional medium to highlight that indistinguishable super-artificial intelligence can be a causeway to a Gothic world full of palpable horror and tension. Consequently, grappling with it is a big challenge for human beings at large and students and

educators in particular. Dealing with the variegated patterns of AI warrants shrewd decisions and critical mindsets that go beyond the first impression hook or hoax that put people in a trance-like situation, unable to think and take appropriate decisions. This is to hint at the cataleptic, hypnotic effect of AI, especially during the first encounter with a machine.

The presence of the artificially super-intelligent androids floods the school with intense rays of aggressivity and anger and bathes it in a ghastly splendor of horror and fear. Students live with the phantasm of Fear. They become people of the phantasm as they have to deal with the invisible artificiality of the three teachers. This reveals the phantasmagoric effects of rogue androids when they escape human supervision and control. The sci-fi movie presents a dystopian world colored with an intensely terrifying and unpleasant hue. It upbraids the whole industry behind it.

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