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Guide pédagogique – A Journey through the Digital World and English Culture

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Photo de l'auteure
(Marier, S., 2022)

Présentation de l'auteure

En plus d'avoir plus de trente ans d'expérience en enseignement de l'anglais, langue seconde au collégial, Sophie détient une maîtrise en linguistique appliquée, spécialisée en acquisition du vocabulaire dans des contextes d'apprentissage, soit avec ou sans technologie éducative, d'une langue seconde ou étrangère.

Dans le cadre de sa maîtrise, elle a fait deux études sur l'acquisition du vocabulaire dans une langue seconde : *Vocabulary Richness Compared: Poor or Rich Science Students?* (Marier, 2000) et *Who predicts best which words should be explicitly focused on: Nation, the student or the teacher?* (Marier, 2000)

Remerciements aux personnes collaboratrices

Plusieurs personnes ont contribué à l'élaboration de ce guide pédagogique et du jeu. Tout d'abord, ce projet a bénéficié du soutien financier du ministère de l'Enseignement supérieur (MES) dans le cadre de l'Entente Canada-Québec (ECQ). Du côté pédagogique, bibliothéconomique et révision linguistique, ce projet a bénéficié du soutien indéfectible de :

- Charles-Antoine Fugère, bibliothécaire (Cégep de Lévis)
- Philippe Groppi, conseiller pédagogique numérique (Cégep de Lévis)
- Rachel Tunnicliffe, professeure d'anglais, langue seconde (Mérici Collégial Privé)

Aussi, de manière plus ponctuelle, plusieurs personnes ont contribué au développement de ce guide et du jeu:

Enseignant(e)s et formateur(e)s : CADRE21, Jason Beaulieu, Maude Bonenfant, Sandra Cole, Stéphanie Fraser, Charles Lapointe, Amy Pittendreich, Patrick Plante, Michael Roy, Nathalie Roy et Rachel Tunnicliffe.

Étudiant.e.s : Sabrina Cantos-Boulet, des étudiant.e.s au Cégep de Lévis en ALS (H24 et A24) et des étudiant.e.s en ALS à Mérici Collégial Privé (H25).

Mes sincères remerciements aussi à Marilou Bourque et Marianne Dubé pour leurs conseils judicieux.

Pour citer cet ouvrage

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1. AVANT-PROPOS ET INTRODUCTION

Avant-propos

Avec l'arrivée d'agents conversationnels ouverts au grand public, tels ChatGPT 3.5 à l'automne 2022, et de multiples autres développements issus de l'intelligence artificielle, j'ai décidé, en février 2023, de soumettre une demande de subvention à l'ECQ pour pouvoir créer un jeu numérique qui aurait deux grandes intentions pédagogiques :

1) Développer la maîtrise de l'anglais chez les étudiant.e.s de niveau collégial grâce à des ressources éducatives libres (UNESCO) et ludiques (Bonenfant, 2023, p. 77) sous forme de jeu sérieux numérique (Plante, 2016, p. 72) ;
2) Favoriser le développement de la compétence numérique des étudiant.e.s (ministère de l'Éducation du Québec, 2019).

Ces ressources pédagogiques seraient mises à la disposition de toutes les personnes enseignantes du réseau collégial en tant que ressource éducative libre (REL) sous licence CC BY-NC-SA. Veuillez noter que deux versions de ce jeu d'enquête ont été développées, dont une sous forme de jeu vidéo (version Unity).[1]

Finalement, l'idée soumise à l'ECQ de créer un jeu sérieux numérique s'est concrétisée et je suis fière de vous présenter – *A Journey through the Digital World and English Culture*! En plus d'offrir des contenus académiques et culturels riches, ces REL pourront être adaptées, remixées et transformées par toutes les personnes enseignantes qui souhaitent intégrer ce jeu à leur enseignement.

Je vous invite donc à vous prêter au jeu de l'expérimentation et de l'innovation pour le bien commun et le développement d'une littératie numérique anglophone chez la population étudiante collégiale.

Bonne route numérique et au plaisir de vous retrouver sur le chemin de la collaboration créative!

Sophie 😊

[1] **Jeu sérieux numérique (version 1)** : Marier, S. (2025). *A Journey through the Digital World and English Culture*. https://view.genial.ly/6504a478af58960012554128

Jeu sérieux numérique (version 2) : UQAM, Cégep de Lévis et Université TÉLUQ (2025). A *Mysterious Quest into Ethical Citizenship and Digital Literacy* (1.3). [WebGL]. https://www.vokage.ca/play. Version adaptée de Marier, S. (2023). *A Journey through the Digital World and English Culture* (Genially)[jeu numérique d'enquête]. Cégep de Lévis. https://view.genial.ly/6504a478af58960012554128

Ceci est une deuxième version de ce Guide pédagogique pour la deuxième version du jeu. La première version s'intitulait *An English Journey through the Digital World and English Culture*.

Introduction

Le jeu a été conçu en gardant à l'esprit les visées de la formation générale et des thèmes des cours de niveau 102 et 103. La formation générale vise à former l'élève à vivre en société de façon responsable, à intégrer les acquis de la culture et à maîtriser la langue comme outil de pensée, de communication et d'ouverture au monde. Plus particulièrement, les grands thèmes des cours de niveaux 102 et 103 touchent la société, la culture et la littérature.

Le jeu peut être utilisé en présence, à distance ou en mode hybride et est composé de 5 missions :

Mission 1 – Ethical Citizenship

Mission 2 – Information Literacy

Mission 3 – Critical Thinking

Mission 4 – Producing Content via Digital Technology

Mission 5 – Communicating via Digital Technology

Les étudiants progressent à travers les missions en découvrant des codes et des syllabes qui, une fois bien ordonnées, leur permettront d'obtenir leur badge final.

Ce guide pédagogique a pour but de faciliter la compréhension du jeu sérieux numérique, d'expliquer le potentiel d'adaptation du contenu selon l'alignement technopédagogique du cours de l'enseignant.e et de planifier son intégration dans les activités pédagogiques des cours. Le guide est donc divisé en deux sections principales : Chapitre 3 *Fonctionnement du jeu et activités pédagogiques pour chaque mission* et Chapitre 4 *Informations pour adapter le jeu*. Les consignes de base sont particulièrement importantes puisqu'elles assurent une navigation agréable durant la participation au jeu.

Pour s'assurer de bien intégrer le jeu dans un cours, il est recommandé de se rappeler des différents points d'un bon alignement technopédagogique (voir Annexe 1). L'Annexe 1 contient aussi des stratégies d'acquisition du vocabulaire.

2. FONCTIONNEMENT DU JEU ET ACTIVITÉS PÉDAGOGIQUES POUR CHAQUE MISSION

Consignes de base

Avant que les étudiant.e.s commencent à jouer, il est important de leur expliquer les consignes et icônes de base afin qu'il leur soit possible de naviguer avec aisance dans le jeu.

Consignes :

- Prendre le temps de lire les directives et les définitions (sans toutefois lire les références académiques pour chacun)
- Conserver les codes et les syllabes au fur et à la mesure qu'ils sont divulgués
- Prendre le temps de lire les rétroactions
- Prendre le temps d'effectuer les réflexions éthiques amenées par Vicky et Daniel (personnages qui apparaissent tout au long du jeu)

Aussi, il est bien important de mentionner aux étudiant.e.s que, s'ils ou elles souhaitent interrompre leur poursuite du jeu, il faut toujours minimalement terminer une section à l'intérieur d'une mission. Sinon, l'étudiant.e pourrait avoir à refaire la section au complet, parfois sous un nouveau nom d'utilisateur, avant de pouvoir poursuivre à la prochaine section de la mission. **La seule façon de reprendre la poursuite du jeu est de débuter une nouvelle section de la mission ou de tout simplement débuter une nouvelle mission**.

Icônes principales

1) Porte d'entrée pour chaque mission

Il s'agit de cliquer sur la mission à relever pour avoir accès aux défis qui la composent.

Figure 1 - Carte des missions (Genially, 2023)

Le globe ramène les étudiants à la carte des missions.

Figure 6 - Globe (Genially, 2025)

2) Index pour chaque mission

Chaque mission dispose d'un *Index* dans lequel chaque section de la mission est annoncée. Le temps nécessaire pour compléter chaque section est indiqué lorsque l'étudiant.e survole l'image de la section. Par exemple, en survolant la section *Health Challenges*, l'étudiant.e découvre qu'il faut environ 30 minutes pour relever les défis de la section, obtenir le code et poursuivre vers la prochaine section *Advertising Challenges*.

Figure 7 - Index du jeu (Genially, 2023)

Figure 8 - Passeport (Genially, 2023)

Note : Durant le jeu, le *Passeport* indique à l'étudiant.e qu'il ou elle n'a qu'à cliquer dessus pour retourner à l'*Index.*

3) Point d'interrogation

Le point d'interrogation est présent tout au long du jeu et permet d'accéder au dictionnaire en ligne *Webster's online dictionary*[2].

Figure 9 - Point d'interrogation (Genially, 2023)

Badge

À la fin de chaque mission, l'étudiant.e peut télécharger le badge qui atteste qu'il ou elle a bel et bien terminé sa mission avec succès.

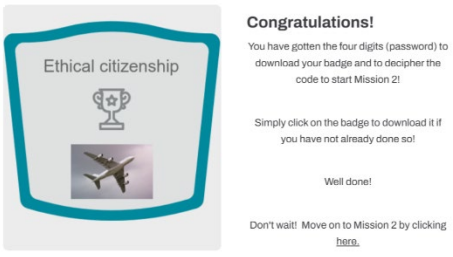

Figure 10 - Badge (Marier, S., 2025)

[2] https://www.merriam-webster.com/dictionary/dictionary

MISSION 1 : *ETHICAL CITIZENSHIP*

(Temps requis pour Mission 1 : 1 heure 15 minutes – il est suggéré de diviser la mission en deux : 40 minutes (*Health* et *Advertising*) et 35 minutes (*Privacy* et *The Environment*)

Les contenus ont été choisis en fonction des enjeux soulevés dans la dimension centrale du *Cadre de référence de la compétence numérique*, c'est-à-dire celle sur la *Citoyenneté éthique*.

Objectif de la dimension centrale de la compétence numérique

Agir en citoyen éthique à l'ère du numérique.

- Agir de manière éthique en considérant la diversité sociale, culturelle et philosophique des parties prenantes de la société numérique ainsi que du contexte social, économique, environnemental ou professionnel dans lequel se déroulent les interactions ;
- Être conscient de l'impact de son utilisation du numérique sur son bien-être physique et psychologique ;
- Comprendre les enjeux liés à la marchandisation des renseignements personnels, à l'influence de la publicité numérique et à la perception de la crédibilité des sites Web ;
- Mener une réflexion éthique sur les lois et les règlements en vigueur qui portent sur le numérique, y compris ceux qui concernent le droit d'auteur.

Matrice de la portée de Mission 1

	Objets d'apprentissage	Concepts abordés	Vocabulaire ciblé
Section 1 – *Health challenges*	The Social Dilemma (2020)	Mental health, well-being, isolation, loneliness, Internet addiction, artificial intelligence, polarization, echo chambers, misinformation, conspiracy theories	Isolation, polarization, echo chambers, misinformation, conspiracy theories, social inclusion, curation, hardware, hepatitis, holy, reckoning, doom scrolling
	Code Girl (2015)	Social inclusion via digital technology	
	Her (2013)	Internet addiction, artificial intelligence, mental health, well-being, isolation and loneliness	
	The A.I. Dilemma (2023)	Artificial intelligence	
	Artificial intelligence, Democracy and the Future of Civilisation (2023)	Artificial intelligence	
	« AI Godfather » Yoshua Bengio : We need a humanity defense organization (2023)	Artificial intelligence	
Section 2 – *Advertising challenges*	The Truth in User Privacy and Targeted Ads (2022)	Authentication technology, surveillance devices, cybersecurity, personal freedom, massive data sharing, artificial intelligence	Surveillance devices, cybersecurity, data sharing
Section 3 – *Privacy, safety, and legal challenges*	The Circle (2017)	Authentication technology, surveillance devices, cybersecurity, personal freedom, massive data sharing, artificial intelligence	Harvesting, big data, fake news, deep fake, intellectual property, open access, warfare, weaponized, whistle-blower
	The Great Hack (2019)	Illicit harvesting of personal data, big data, personal freedom, massive data sharing	
	The Capture (2019	Fake news, deep fake, surveillance equipment, and media manipulation	
	Peacock Is Spreading Its Wings with 9 Original Series. Here's the One You Should Watch. (2020)	Fake news, deep fake, surveillance equipment, and media manipulation	
	What Is a Copyright? (2016)	Intellectual property	
	Creative commons website (2023)	Copyright, intellectual property, open access, sustainability	
Section 4 - *Environmental challenges*	Industry Leaders Say AI Poses Risk of Extinction (2023)	Artificial intelligence	Environmental footprint, carbon footprint, accountability, disrupting, narrative, stalling
	Estimating the Carbon Footprint of BLOOM, a 176B Parameter Language Model (2023)	Machine learning, environmental footprint, carbon footprint	

Activités d'écoute et de visionnement | Activités de lecture

Codes pour chaque section

En jouant vous-mêmes au jeu, vous pourrez conserver les divers codes et syllabes obtenus au fil du jeu. Sinon, vous pouvez écrire un courriel à Sophie Marier : Sophie.Marier@cegeplevis.ca

Activités d'activation cognitive

Une activité cognitive, discussion en petit groupe de 15 minutes, a été développée pour accompagner chaque partie de cette mission (voir Annexe 3).

Il est aussi suggéré d'enseigner des stratégies de repérage d'information (skimming and scanning) avant la deuxième partie de la mission.

Activité de consolidation

Il est suggéré de demander aux étudiant.e.s de créer un portfolio de vocabulaire pour chaque mission (voir Annexe 4).

Si le jeu est fait en laboratoire, les étudiant.e.s qui finissent plus tôt que d'autres peuvent travailler sur ce portfolio. Sinon le portfolio peut être complété en devoir.

Glossaire de vocabulaire

Un glossaire de vocabulaire pour cette mission se trouve à l'Annexe 6.

MISSION 2 : *INFORMATION LITERACY*

(Temps requis pour Mission 2 : 50 minutes)

Les contenus ont été choisis en fonction des enjeux soulevés dans la dimension *Littératie informationnelle* du *Cadre de référence de la compétence numérique*.

Objectif de la dimension numérique

Développer et mobiliser sa culture informationnelle.

- Sélectionner et utiliser adéquatement l'information en tenant compte du contexte de surcharge informationnelle, par exemple des bulles de filtres ;
- Reconnaître les situations qui nécessitent de l'information et agir en conséquence en planifiant et en mettant en œuvre une stratégie de recherche efficace et rigoureuse ;
- Mobiliser l'ensemble des ressources disponibles, notamment les experts de contenu ou les spécialistes de l'information.
- Évaluer, à l'aide de critères rigoureux, l'information traditionnelle et l'information numérique, y compris celle publiée par son entourage et sur les médias sociaux, en faisant preuve de jugement dans la détermination de la crédibilité et de la fiabilité des sources et du contenu ;
- Ajuster, au besoin, ses résultats de recherche en fonction de leur évaluation et organiser le contenu de ses recherches pour l'analyser ;
- Adopter une attitude réflexive sur l'information et ses usages en étant conscient des contextes dans lesquels elle a été produite et reçue ainsi que des raisons pour lesquelles elle est utilisée.

Matrice de la portée de Mission 2

	Objets d'apprentissage	Concepts abordés	Vocabulaire ciblé
Section 1 – *Information selection, use and research strategy*	The Global Risks Report 2024	Misinformation, Disinformation	Misinformation, disinformation, information literacy, scholarly, credibility, framework, database, scholarship, reliable, authority, bias, journal, Zotero, overwhelming
	What is Information Literacy	Information literacy	
	Library Research: A Step-By-Step Guide	Information search	
Section 2 – *Assessment and analysis of information*	Using the C.R.A.P. Test to Evaluate Websites	Information assessment	

Activités d'écoute et de visionnement

Activités de lecture

Codes pour chaque section

En jouant vous-mêmes au jeu, vous pourrez conserver les divers codes et syllabes obtenus au fil du jeu. Sinon, vous pouvez écrire un courriel à Sophie Marier : Sophie.Marier@cegeplevis.ca

Activité d'activation cognitive

Une activité cognitive, discussion en petit groupe de 15 minutes, a été développée pour accompagner cette mission (voir Annexe 3).

Activité de consolidation

Il est suggéré de demander aux étudiant.e.s de créer un portfolio de vocabulaire pour chaque mission (voir Annexe 4).

Si le jeu est fait en laboratoire, les étudiant.e.s qui finissent plus tôt que d'autres peuvent travailler sur ce portfolio. Sinon le portfolio peut être complété en devoir.

Glossaire de vocabulaire

Un glossaire de vocabulaire pour cette mission se trouve à l'Annexe 6.

MISSION 3 : *CRITICAL THINKING*

(Temps requis pour Mission 3 : 50 minutes)

Les contenus ont été choisis en fonction des enjeux soulevés dans la dimension *Pensée critique* du *Cadre de référence de la compétence numérique*.

Objectif de la dimension numérique

Développer sa pensée critique à l'égard du numérique.

- Aborder le contenu numérique en faisant preuve de pensée critique de façon à l'évaluer avant de l'utiliser ;
- Élaborer son jugement à l'égard du numérique de façon intentionnelle en se basant sur des critères d'analyse rigoureux, en exploitant des ressources numériques et en les comparant entre elles ;
- Poser un jugement réflexif sur son utilisation du numérique en faisant preuve d'autocritique ;
- Prendre conscience des enjeux liés aux médias, aux avancées scientifiques, à l'évolution de la technologie et à l'usage que l'on en fait pour poser un jugement critique, notamment en ce qui concerne les bénéfices et les limites du numérique.

Matrice de la portée de Mission 3

	Objets d'apprentissage	Concepts abordés	Vocabulaire ciblé
Media concerns	Do these A.I.-Created Fake People Look Real to You?	Deepfakes	Deepfakes, digital literacy, empowering, spread, trustworthy, accountability, deception, depict, dissemination, mislead, swift, hazard, threat, policy, impersonated, mitigating, nefarious, scam
	Deepfakes: How to empower youth to fight the threat of misinformation and disinformation	Deepfakes, digital literacy	
	Deepfake Queen: 2020 Alternative Christmas Message	Deepfakes, digital literacy	

Activités d'écoute et de visionnement

Activités de lecture

Codes pour chaque section

En jouant vous-mêmes au jeu, vous pourrez conserver les divers codes et syllabes obtenus au fil du jeu. Sinon, vous pouvez écrire un courriel à Sophie Marier : Sophie.Marier@cegeplevis.ca

Activité d'activation cognitive

Une activité cognitive, sous forme de Learning App, a été développée pour accompagner cette mission (voir Annexe 3).

Activité de consolidation

Il est suggéré de demander aux étudiant.e.s de créer un portfolio de vocabulaire pour chaque mission (voir Annexe 4).

Si le jeu est fait en laboratoire, les étudiant.e.s qui finissent plus tôt que d'autres peuvent travailler sur ce portfolio. Sinon le portfolio peut être complété en devoir.

Glossaire de vocabulaire

Un glossaire de vocabulaire pour cette mission se trouve à l'Annexe 6.

MISSION 4 : *CONTENT PRODUCTION*

(Temps requis pour Mission 4 : 50 minutes)

Les contenus ont été choisis en fonction des enjeux soulevés dans la dimension *Production de contenu* du *Cadre de référence de la compétence numérique*.

Objectif de la dimension numérique

Produire du contenu avec le numérique

- Produire ou coproduire une diversité de contenus (numérique ou non) avec le numérique et dans le cadre d'activités pédagogiques, professionnelles ou de la vie courante ;
- Sélectionner et utiliser les outils numériques de production appropriés en fonction de ses besoins ;
- Utiliser différents supports médiatiques tels que du texte, du son ou des images pour manipuler des données numériques ;
- Consulter et utiliser les contenus disponibles dans son environnement immédiat ou virtuel pour s'inspirer et pour nourrir ses productions, dans le respect des autres productrices et producteurs, tant d'un point de vue éthique que d'un point de vue légal.

Matrice de la portée de Mission 4

	Objets d'apprentissage	Concepts abordés	Vocabulaire ciblé
Copyrights and creative commons	AI art, explained	Artificial intelligence tools to create images, sounds and texts Copyrights	Ethical tensions, capture, frame, dataset, glitches, steerability, watermarking, bullish, yank, feasibility, guardrails
	OpenAI Made Crazy Videos-Then the CTO Answered (Most of) My Questions	Artificial intelligence tools to create images and videos Copyrights	
	Z-Inspection process	Detecting ethical tensions generated by artificial intelligence and proposing solutions	
	APA Style Common Reference Examples Guide	Guide to citing sources	

Activités d'écoute et de visionnement

Activités de lecture

Codes pour chaque section

En jouant vous-mêmes au jeu, vous pourrez conserver les divers codes et syllabes obtenus au fil du jeu. Sinon, vous pouvez écrire un courriel à Sophie Marier : Sophie.Marier@cegeplevis.ca

Activité d'activation cognitive

Une activité cognitive, sous forme de Kahoot, a été développée pour accompagner cette mission (voir Annexe 3).

Activité de consolidation

Il est suggéré de demander aux étudiant.e.s de créer un portfolio de vocabulaire pour chaque mission (voir Annexe 4).

Si le jeu est fait en laboratoire, les étudiant.e.s qui finissent plus tôt que d'autres peuvent travailler sur ce portfolio. Sinon le portfolio peut être complété en devoir.

Glossaire de vocabulaire

Un glossaire de vocabulaire pour cette mission se trouve à l'Annexe 6.

MISSION 5 : *COMMUNICATING VIA DIGITAL TECHNOLOGY*

(Temps requis pour Mission 5 : 50 minutes)

Les contenus ont été choisis en fonction des enjeux soulevés dans la dimension *Communication* du *Cadre de référence de la compétence numérique*.

Objectif de la dimension numérique

Communiquer à l'aide du numérique

- Communiquer adéquatement avec autrui, en adaptant ses messages au contexte et en tenant compte des règles et des conventions liées à la communication numérique ;
- Sélectionner et utiliser les outils numériques de communication appropriés en fonction de ses besoins ;
- Mobiliser une diversité de stratégies et d'outils numériques de communication et les utiliser dans le cadre d'activités pédagogiques, professionnelles ou de la vie courante ;
- Reconnaître ou définir les balises nécessaires pour préserver la confidentialité de ses échanges et de ceux des autres.

Matrice de la portée de Mission 5

	Objets d'apprentissage	Concepts abordés	Vocabulaire ciblé
Communicating Via Digital Technology Challenges	What is an Algorithm?	Artificial intelligence, algorithms	Algorithms, deep learning, prompts, illicit harvesting, big data, massive data sharing, privacy, encryption, subset, bot, cores, tensorflow, pytorch, horus, relinquish, scales, heuristic, authentication, encryption, privacy, subset, bot, cores, tensorflow, pytorch, horus, relinquish, scale, heuristic, authentication
	Deep Learning – What Is Deep Learning?	Artificial intelligence, deep learning, generative artificial intelligence, consent, prompts, algorithms	
	The Great Hack	Illicit harvesting of personal data, big data, personal freedom, massive data sharing	
	The Myth of the Privacy Paradox	Privacy, virtual communications	
	Protect your Privacy Online	Privacy, virtual communications	

Activités d'écoute et de visionnement

Activités de lecture

Codes pour chaque section

En jouant vous-mêmes au jeu, vous pourrez conserver les divers codes et syllabes obtenus au fil du jeu. Sinon, vous pouvez écrire un courriel à Sophie Marier : Sophie.Marier@cegeplevis.ca

Activité d'activation cognitive

Une activité cognitive, discussion en petit groupe de 15 minutes, a été développée pour accompagner cette mission (voir Annexe 3).

Activité de consolidation

Il est suggéré de demander aux étudiant.e.s de créer un portfolio de vocabulaire pour chaque mission (voir Annexe 4).

Si le jeu est fait en laboratoire, les étudiant.e.s qui finissent plus tôt que d'autres peuvent travailler sur ce portfolio. Sinon le portfolio peut être complété en devoir.

Glossaire de vocabulaire

Un glossaire de vocabulaire pour cette mission se trouve à l'Annexe 6.

3. INFORMATIONS POUR ADAPTER LE JEU

Le contenu du jeu sérieux numérique *A Journey through the Digital World and English Culture* peut être adapté selon l'alignement technopédagogique du cours de l'enseignant.e. Voici des informations utiles pour ce faire.

OUTILS DE CRÉATION

Les outils utilisés pour créer le jeu sérieux numérique :

Genially : une application gratuite et disponible en ligne. Si vous pensez avoir besoin de fonctions plus complexes, il serait bien de considérer les versions payantes, telles EDU (par ex., pour l'intégration de quiz interactifs) ou MASTER (par ex., pour le suivi des statistiques d'utilisation du jeu).

Badge design : une application libre et gratuite disponible en ligne.

Formats d'exportation

Pour l'exportation de ce guide pédagogique, suivez le lien OWNCLOUD[3].

Pour l'exportation de tous les fichiers des cinq REL (les 5 missions) à la base du jeu sérieux numérique, lorsque sur la page d'accueil du jeu[4], il s'agit de cliquer sur l'icône « RÉUTILISER CE GENIALLY » afin que le SCORM (le dossier complet d'images, de sons, de quiz et d'hyperliens) soit téléchargé sur votre appareil. Vous pourrez par la suite, tout en respectant les conditions de réutilisation CC BY-NC-SA associées au jeu, l'adapter, le modifier ou le remixer à votre guise.

Accessibilité au jeu et au guide pédagogique

Ce guide est gratuit, libre, facilement accessible en tout temps et par toute personne à partir du lien hypertexte inséré en note de bas de page (3).

Le jeu sérieux numérique est gratuit, libre, facilement accessible en tout temps et par toute personne à partir du lien hypertexte inséré en note de bas de page (4).

[3] https://entrepot.collecto.ca/index.php/s/fq70QOzUR9v5Vwj

[4] https://view.genial.ly/6504a478af58960012554128

Exemple d'adaptation en version jeu vidéo.

Le contenu de ce jeu '*A Journey through the Digital World and English Culture*' a été adapté par une équipe de développement de jeu vidéo supervisée par Sophie Marier et disponible sous le nom '*A Mysterious Quest into Ethical Citizenship and Digital Literacy*'. Un scénario a été ajouté qui parle d'un programmeur, Sam Martin, qui est disparue et le/la protagoniste doit essayer de la trouver à travers le même contenu qui est utilisé pour le jeu Genially. L'interface du jeu émule un système d'exploitation similaire à Windows.

Puisque nous n'avons pas tous la même expertise en 'gaming', voici quelques instructions et astuces pour favoriser un bon déroulement et une expérience plus fluide. Afin de bien guider les étudiants, il est fortement recommandé de jouer le jeu soi-même à l'avance.

- Accès au jeu vidéo : https://www.vokage.ca/play
  Note : Fermer l'onglet et revenir sur ce lien ou rafraîchir la fenêtre à la fin de chaque mission.
- Mots de passe pour chaque mission :
  - **Mission 1 : Ethical Citizenship**
  - **Mission 2 : Digital Technologies**
  - **Mission 3 : Information Literacy**
  - **Mission 4 : Digital Communication**
  - **Mission 5 : Digital Production**
  - **Mission 6 : Critical Thinking**
- Chacun doit se créer un compte pour avoir accès au jeu.
- Afin de trouver les exercices dans chaque mission, il faut suivre les indices fournis à travers l'histoire du jeu.
- Pour *Mission 1*, le portfolio se trouve dans la galerie de photos. Il s'agit de cliquer sur des zones surlignées en jaune qui mèneront aux exercices dans le *Logbook*.
- À la fin de *Mission 1*, un message arrive dans le *chat*. Il faut cliquer sur *Continue* afin de progresser. Une dernière activité liée aux concepts doit être complétée. Ensuite, il faut activer le redémarrage obligatoire en cliquant sur le bouton *Shutdown*.
- Dans *Mission 2*, la progression se déroule à partir du *chat* et de la galerie de photos.
- Dans *Mission 3*, le média social *Friendhook* se trouve dans le *Web Browser*. Il faut défiler jusqu'à des notifications de téléchargement afin de progresser. Cette mission est moins linéaire et permet d'explorer le fil de *Friendhook*. Il se peut que l'accordéon des exercices dans le *logbook* soit fermé, mais il sera bien là. Il suffira de l'ouvrir.
- Pour *Mission 4*, un *Bloc-note* est utilisé. Il faut cliquer sur le bouton *Logbook* afin d'activer les exercices. Les indices pour accéder au contenu sont dans le texte.
- *Mission 5* est également non-linéaire. Il est possible de progresser à partir des 3 notes téléchargées dans l'ordre désiré. Il se peut que l'accordéon des exercices dans le *Logbook* soit fermé, mais il sera bien là. Il suffira de l'ouvrir.

- Pour la dernière mission, *Mission 6*, une nouvelle application est disponible, *Commander*, qui est l'équivalent de *Command Prompt* dans Windows. La solution pour progresser se trouve dans le texte qui apparaît lorsque la bonne réponse est trouvée pour les exercices. Il est important de respecter les minuscules et majuscules.
- Un secret (ou *Easter Egg*) se trouve à la toute fin du jeu.

4. ANNEXES

ANNEXE 1 – DÉFINITIONS, ALIGNEMENT TECHNOPÉDAGOGIQUE ET STRATÉGIES D'ACQUISITION DU VOCABULAIRE

Définitions de quelques termes et concepts

Ressources éducatives libres : « Les ressources éducatives libres (REL) sont des matériels d'apprentissage, d'enseignement, et de recherche sur tout format et support, relevant du domaine public ou bien protégé par le droit d'auteur et publié sous licence ouverte, qui autorisent leur consultation, leur réutilisation, leur utilisation à d'autres fins, leur adaptation et leur redistribution gratuites par d'autres. » (UNESCO)

Ludification : « […] 1) des éléments propres aux jeux, 2) qui doivent être utilisés dans des contextes extérieurs au jeu afin 3) d'augmenter l'engagement (la motivation, la participation, etc.) et améliorer l'expérience de l'usager (plus plaisant, agréable, etc.) 4) dans le but d'avoir des effets sur son comportement 5) pour la réalisation de tâches (dans un sens très large). » (Bonenfant, 2023, p. 77).

Jeu sérieux numérique : « Un jeu sérieux inclut des objectifs de formation clairement définis (dimension sérieuse) qui se manifestent dans un environnement de jeu réaliste ou artificiel (Sauvé, 2008) comportant des règles et des défis. Ainsi, le jeu sérieux numérique est conçu spécifiquement pour l'apprentissage et la formation. » (Plante, 2016, p. 72)

Alignement technopédagogique

Afin de bien préparer les étudiant.e.s au jeu, voici une proposition de ressource qui permettra de réfléchir à toutes les dimensions (c'est-à-dire, ressources, activités, productions, motivation, interactions et rétroactions) d'un bon alignement technopédagogique, que ce soit dans un contexte de formation en présence, à distance ou hybride (alternance présence-distance).

Ainsi, lorsque la personne enseignante songe à utiliser le jeu sérieux numérique, il est important de réfléchir aux ressources pédagogiques nécessaires et aux *Pourquoi ? Quand ? Comment ?* le jeu sera utilisé dans le cours. Cette réflexion judicieuse contribuera à bien préparer les étudiant.e.s, les motiver, à optimiser les interactions qui en découleront et à offrir les meilleures rétroactions possibles pour permettre plus d'apprentissages. La matrice *« Contenus, objets et cibles d'apprentissages »* facilitera ce travail (voir Annexe 2).

Cliquez sur l'image pour accéder à la REL interactive.

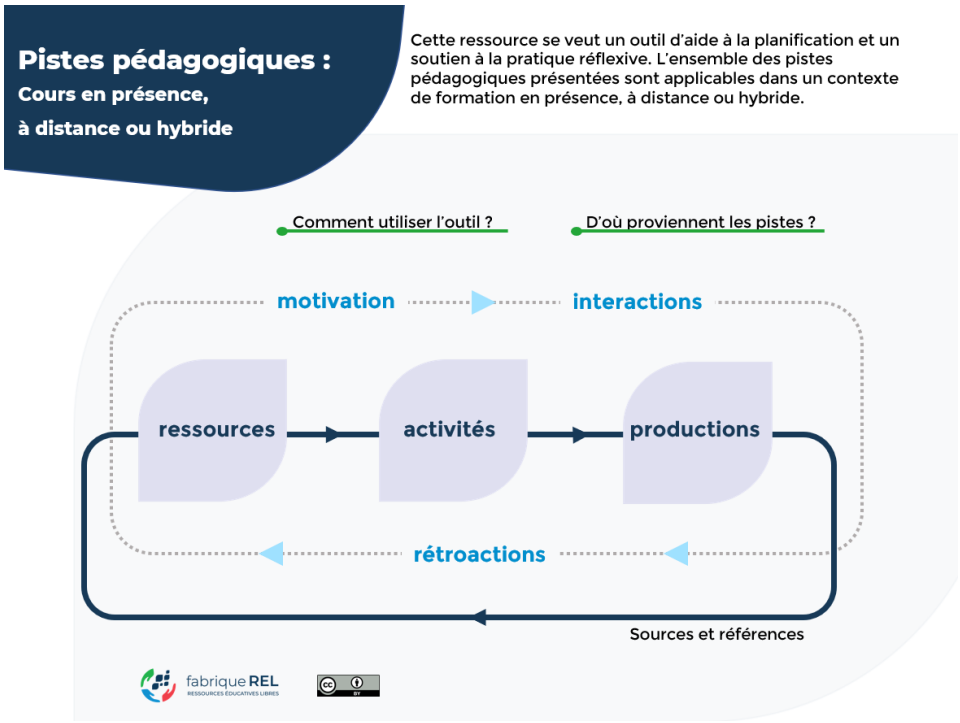

Figure 19 - Pistes pédagogiques (Gauthier, G., Dubé, M. et Marier, S., 2021)

Stratégies d'acquisition du vocabulaire

Tel que documenté par Laufer (1997), lorsqu'il y a plus d'un mot inconnu aux vingt mots pour un.e lecteur.e, il est difficile d'assurer la compréhension du contenu d'un texte. Afin de diminuer le nombre de mots inconnus pour les étudiant.e.s, il est recommandé que l'étudiant.e se crée un portfolio de vocabulaire (Ozawa, 2024; Reinhardt, J. et Thorn, S.L., 2020) dans lequel il ou elle :

- Écris la phrase où le mot inconnu se trouve (Schmidt, 1990; Hulstijn et al., 1996)
- Cherche la définition de ce mot inconnu considérant le contexte de la phrase (Hulstijn et al., 1996)
- Crée une phrase dans laquelle il réutilise immédiatement le mot nouveau (Schmidt, 1990; Brown et Perry, 1991)
- Identifie une image, un symbole ou un son qui lui permet d'associer le mot nouveau à l'image, le symbole ou le son (Brown et Perry, 1991)
- Si le mot nouveau peut être utilisé dans plus d'un contexte, crée une phrase pour chaque contexte (Cobb, 1997; Laufer, B. et Cobb, T., 2019)

ANNEXE 2 – MATRICES « MISSIONS-SECTIONS-OBJETS ET CIBLES D'APPRENTISSAGES »

Mission and sections	Objets d'apprentissage	Écoute	Lecture	Concepts abordés
Mission 1 **Section 1 – *Health Challenges***	The Social Dilemma (2020)	X		Mental health, well-being, isolation, loneliness, Internet addiction, artificial intelligence, polarization, echo chambers, misinformation, conspiracy theories
	Code Girl (2015)	X		Social inclusion via digital technology
	Her (2013)	X		Internet addiction, artificial intelligence, mental health, well-being, isolation and loneliness
	The A.I. Dilemma (2023)	X		Artificial intelligence
	Artificial intelligence, Democracy and the Future of Civilisation (2023)	X		Artificial intelligence
	« AI Godfather » Yoshua Bengio : We need a humanity defense organization (2023)		X	Artificial intelligence
Mission 1 **Section 2 – *Advertising Challenges***	The Truth in User Privacy and Targeted Ads (2022)		X	Authentication technology, surveillance devices, cybersecurity, personal freedom, massive data sharing, artificial intelligence
Mission 1	The Circle (2017)	X		Authentication technology, surveillance devices, cybersecurity, personal freedom, massive data sharing, artificial intelligence

Section 3 – *Privacy, Safety, and Legal Challenges*	The Great Hack (2019)	X		Illicit harvesting of personal data, big data, personal freedom, massive data sharing
	The Capture (2019)	X		Fake news, deep fake, surveillance equipment, and media manipulation
	Peacock Is Spreading Its Wings with 9 Original Series. Here's the One You Should Watch. (2020)		X	Fake news, deep fake, surveillance equipment, and media manipulation
	What Is a Copyright? (2016)	X		Intellectual property
	Creative commons website (2023)		X	Copyright, intellectual property, open access, sustainability
Mission 1 **Section 4 - *Environmental Challenges***	Industry Leaders Say AI Poses Risk of Extinction (2023)	X		Artificial intelligence
	Estimating the Carbon Footprint of BLOOM, a 176B Parameter Language Model (2023)		X	Machine learning, environmental footprint, carbon footprint
Mission 2 **Section 1 – *Information Selection, Use and Research Strategy***	The Global Risks Report 2024		X	Misinformation, Disinformation
	What is Information Literacy	X		Information literacy
	Library Research: A Step-By-Step Guide		X	Information search
Mission 2 **Section 2 – *Assessment and Analysis of Information***	Using the C.R.A.P. Test to Evaluate Websites	X		Information assessment

Mission 3 ***Media Concerns***	Do these A.I.-Created Fake People Look Real to You?		X	Deepfakes
	Deepfakes: How to empower youth to fight the threat of misinformation and disinformation		X	Deepfakes, digital literacy
	Deepfake Queen: 2020 Alternative Christmas Message	X		Deepfakes, digital literacy
Mission 4 – ***Copyrights and Creative Commons***	AI art, explained	X		Artificial intelligence tools to create images, sounds and texts Copyrights
	OpenAI Made Crazy Videos-Then the CTO Answered (Most of) My Questions	X		Artificial intelligence tools to create images and videos Copyrights
	Z-Inspection process		X	Detecting ethical tensions generated by artificial intelligence and proposing solutions
	APA Style Common Reference Examples Guide		X	Guide to citing sources
Mission 5 – ***Communicating Via Digital Technology Challenges***	What is an Algorithm?	X		Artificial intelligence, algorithms
	Deep Learning – What Is Deep Learning?	X		Artificial intelligence, deep learning, generative artificial intelligence, consent, prompts, algorithms
	The Great Hack	X		Illicit harvesting of personal data, big data, personal freedom, massive data sharing
	The Myth of the Privacy Paradox	X		Privacy, virtual communications
	Protect your Privacy Online	X		Privacy, virtual communications

ANNEXE 3 – ACTIVITÉS D'ACTIVATION COGNITIVE

MISSION 1 – PART 1 (VERSION WORD)

Warm-up activity 1-Ethical citizenship

Let's face it!

Introduction:

Behaving ethically means acting in accordance with established moral principles and standards of right and wrong, typically within a specific context like a workplace or community. It involves honesty, fairness, integrity, and respect for others, ensuring that actions align with societal values and legal requirements[5]. For example, being aware of the impact of the use of digital technology on one's and other people's physical and psychological well-being is a perfect example of ethical citizenship. Are you an ethical citizen where technology is concerned?

Source[6]

- ❑ In teams of 4 students, take 15 minutes to discuss the questions listed below.

- ❑ This week, identify ONE strength in your teammates' speaking ability:

[5] Ministère de l'Éducation du Québec. (2019). *Digital competency framework* https : //www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num.pdf

[6] Microsoft. (2025). Copilot (April 30 version) [large multimodal model]. https://copilot.microsoft.com/

- Verb tenses are used correctly
- Sentences are well structured
- Pronunciation of -ed and plural 's'
- Accurate, precise and elaborate vocabulary
- Active participation in discussion
- Normal hesitation and rhythm
- Opinions express a clear message in response to questions
- Relevant additional questions are formulated

❑ For each question, a different student reads the question and makes sure everyone in the team gets a chance to express their opinion.

❑ Questions (at least one question per student):

1- When digital technology is involved, do you adopt healthy behaviors to ensure your own physical and psychological well-being as well as that of others?
2- Are you addicted to the Internet or are you reasonable in the number of hours you spend on the Web?
3- Have you ever felt sad when not getting a lot of 'Likes' on one of your social media posts?
4- Are you proactive in reporting unhealthy behaviors you witness on the Internet?
5- What do you think about online advertising? Have you ever noticed how you surprisingly get ads that happen to be about exactly what you had recently been looking for?

AT THE END OF YOUR DISCUSSION, MAKE SURE YOU TELL EACH OF YOUR TEAMMATES WHAT THEIR STRENGTH IS!

Marier, S. and Fraser. S. (2025). *Warm-up activity 1-Ethical citizenship*. Cégep de Lévis. Sous licence CC BY-NC-SA.

MISSION 1 – PART 2 (VERSION WORD)

Warm-up activity 2-Ethical citizenship

Let's face it again!

Introduction:

Last week, you mostly reflected on what displaying ethical and healthy online behaviors meant. This week, let's take some time to reflect on what it means to display ethical behaviors where privacy, the environment and technology are concerned.

Source[7]

- ❑ In teams of 4 students, take 15 minutes to discuss the questions listed below.

- ❑ This week, identify ONE area each of your teammates should pay attention to:
  - Verb tenses are used correctly
  - Sentences are well structured
  - Pronunciation of -ed and plural 's'
  - Accurate, precise and elaborate vocabulary
  - Active participation in discussion
  - Normal hesitation and rhythm
  - Opinions express a clear message in response to questions
  - Relevant additional questions are formulated

[7] Microsoft. (2025). Copilot (April 30 version) [large multimodal model]. https://copilot.microsoft.com/

- ❑ For each question, a different student reads the question and makes sure everyone in the team gets a chance to express their opinion.

- ❑ Questions (at least one question per student):
  1- Do you always make sure not to leave any traces of personal and confidential information when you disclose personal data online?
  2- Do you protect yourself enough to ensure your own physical and psychological safety as well as that of others when digital technology is involved?
  3- Do you think our governments have acted by updating the laws and regulations to avoid a scandal, such as the Cambridge Analytics scandal, here in Quebec, Canada?
  4- How do you feel about the idea that everything you do, see and watch on the Web is recorded somewhere? Do you think it is a good thing?
  5- Do you think your use of artificial intelligence has an impact on your personal carbon footprint?

AT THE END OF YOUR DISCUSSION, MAKE SURE YOU TELL EACH OF YOUR TEAMMATES WHAT AREA THEY SHOULD BE CAREFUL WITH!

Marier, S. and Fraser. S. (2025). *Warm-up activity 2-Ethical citizenship*. Cégep de Lévis. Sous licence CC BY-NC-SA.

MISSION 2 (VERSION WORD)

Warm-up activity 3 – Information literacy

Let's get it right!

Introduction:

Developing information literacy means more than just finding facts—it's about knowing when you need information, planning how to get it, and using reliable strategies to search effectively. It also involves thinking critically about what you find, especially online, where not everything is [8]

trustworthy—even if it's shared by someone you know. Along the way, it's important to stay open to adjusting your approach, to organize your research clearly, and to reflect on where the information comes from, why it was created, and how you intend to use it.[9]

- ❑ In teams of 4 students, take 15 minutes to discuss the questions listed below.

- ❑ For each question, a different student reads the question and makes sure everyone in the team got a chance to express their opinion.

- ❑ This week, identify ONE strength in your teammates' speaking ability:
  - Verb tenses are used correctly
  - Sentences are well structured

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[8] Image source : https://www.vecteezy.com/photo/49740556-glowing-light-bulb-hovering-over-open-book-with-sparkling-particles-on-blue-background

[9] Source: https://www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num-AN.pdf

- Pronunciation of -ed and plural ‘s’
- Accurate, precise and elaborate vocabulary
- Active participation in discussion
- Normal hesitation and rhythm
- Opinions express a clear message in response to questions
- Relevant additional questions are formulated

❑ Questions (at least one question per student):

1- When discussing current events or other topics, do you think you always have well-informed opinions?

2- How do you decide whether a source of information is trustworthy or not? Can you think of a time when you were unsure?

3- What do you verify, if anything, before sharing a post online?

4- Have you ever changed your opinion on a topic after doing research? What influenced your change of mind?

5- What challenges do you face when searching for reliable information online, and how do you usually deal with them?

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MISSION 3 (VERSION WORD)

Lien à l'activité sous forme de Learning App :

How well do you know these words?

MISSION 4 (VERSION WORD)

Lien à l'activité Kahoot :

Warm-up Activity: Portfolio Mission 4 - Détails - Kahoot!

MISSION 5 (VERSION WORD)

Warm-up activity 6 –

Critical thinking, Content production, and Virtual communications

Let's think about it!

Introduction:

Critical thinking skills are always important! Whether it be when you read, when you produce, or when you share information via digital technology, it is crucial to be critical.

Communicating via digital technology means talking and sharing information with others in a respectful way that fits the situation. It includes picking the right digital tools for what you need, using them well in school, work, and everyday life, and making sure to protect your own privacy and the privacy of others.[10]

[11]

Content production involves creating or collaborating on various types of content—digital or otherwise—using digital tools in educational,

[10] Source: https://www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num-AN.pdf

[11] Image source : https://www.freepik.com/free-photos-vectors/digital-communication

professional, or everyday settings. It includes choosing and applying the right digital tools based on personal goals, using different forms of media like text, audio, or images to make use of digital information. It also means drawing inspiration from content found online or in one's surroundings, while acting ethically and respecting the rights and ownership of other creators.[12]

- ❑ In teams of 4 students, take 15 minutes to discuss the questions listed below.

- ❑ For each question, a different student reads the question and makes sure everyone in the team got a chance to express their opinion.

- ❑ This week, identify ONE strength in your teammates' speaking ability:
  - Verb tenses are used correctly
  - Sentences are well structured
  - Pronunciation of plural 's'
  - Accurate, precise and elaborate vocabulary
  - Active participation in discussion
  - Normal hesitation and rhythm
  - Opinions express a clear message in response to questions
  - Relevant additional questions are formulated

[12] Source: https://www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num-AN.pdf

❑ Questions (at least one question per student):

1- Do you always check the sources of a post before sharing it?

2- Do you sometimes unknowingly contribute to disinforming or misinforming myself or my social and professional network?

3- Can you remember a time you were initially fooled by an AI-generated image? What tipped you off that it was AI-generated?

4- Can AI-generated art still be considered art?

5- Do you think the rise of AI in creative fields will ultimately enhance or diminish the role of human artists and professionals? Why?

6- What are some ways you show respect and responsibility when communicating with others online?

7- What steps do you take to protect your privacy and the privacy of others when using digital tools?

8- Have you used a chatbot before? Are you certain you have not shared personal data when using a chatbot?

Marier, S. and Fraser. S. (2025). *Warm-up activity 6-Critical thinking, content production, and virtual communications.* Cégep de Lévis. Sous licence CC BY-NC-SA.

ANNEXE 4 – ACTIVITÉS DE CONSOLIDATION

MISSION 1 – ETHICAL CITIZENSHIP (VERSION WORD)

Vocabulary Portfolio
Mission 1, Weeks 1 & 2

Some words and expressions used in this week's lab may be a challenge for you. Have a look at the following words and fill out the table as needed. The first ones are done for you as examples.

	Choose the one category that helps you remember the word the most.				
New word	definition	synonym	word(s) from same family	part of speech	Their own sentence using the new word correctly.
polarization	the act of dividing something, especially something that contains different people or opinions, into two completely opposing groups. Cambridge Dictionary.			Noun	There is a lot of polarization in the USA. It looks like there is a fight between the left and the right.
loneliness		Alone		Noun	Loneliness is a problem in our society.
echo chambers					

misinformation					
phishing					
Identity theft					
social inclusion via digital technology					
illicit harvesting of private data					
big data					
deepfake					
open access					
sustainability					
disinformation					
curation					
hardware					
hypothesis					
wholly					
reckoning					
doomscrolling					
Mission 1, Week 2					
warfare					
weaponized					
whistleblower					
accountability					
disrupting					
narrative					
stalling					

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MISSION 2 – INFORMATION LITERACY (VERSION WORD)

Vocabulary Portfolio
Mission 2

Some words and expressions used in this week's lab may be a challenge for you. Have a look at the following words and fill out the table as needed.

	Choose the one category that helps you remember the word the most.				
New word	definition	synonym	word(s) from same family	part of speech	Their own sentence using the new word correctly.
information literacy					
scholarly					
credibility					
databases					
biased					
journals					
reliable					
authority					
overwhelming					
framework					
Zotero					
scholarship					

Lapointe, C, Marier, S., and Pittendreich, A. (2025). *Vocabulary portfolio-Ethical citizenship*. Cégep de Lévis. Sous licence CC BY-NC-SA.

MISSION 3 – CRITICAL THINKING (VERSION WORD)

Vocabulary Portfolio
Mission 3

Some words and expressions used in this week's lab may be a challenge for you. Have a look at the following words and fill out the table as needed.

	Choose the one category that helps you remember the word the most.				
New word	definition	synonym	word(s) from same family	part of speech	Their own sentence using the new word correctly.
digital literacy					
empowering					
spread					
trustworthy					
accountability					
deception					
depict					
dissemination					
mislead					
swift					
hazard					
threat					
policy					
impersonated					
mitigating					
nefarious					
scam					

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MISSION 4 – CONTENT PRODUCTION (VERSION WORD)

Vocabulary Portfolio
Mission 4

Some words and expressions used in this week's lab may be a challenge for you. Have a look at the following words and fill out the table as needed.

	Choose the one category that helps you remember the word the most.				
New word	Definition	Synonym	Word(s) from same family	Part of speech	Your own sentence using the new word correctly.
capture					
frame					
dataset					
glitches					
steerability					
watermarking					
bull					
yank					
feasibility					
guardrails					
algorithm					

Lapointe, C, Marier, S., and Pittendreich, A. (2025). *Vocabulary portfolio-Ethical citizenship*. Cégep de Lévis. Sous licence CC BY-NC-SA.

MISSION 5 – COMMUNICATING VIA DIGITAL TECHNOLOGY (VERSION WORD)

Vocabulary Portfolio
Mission 5

Some words and expressions used in this week's lab may be a challenge for you. Have a look at the following words and fill out the table as needed.

	Choose the one category that helps you remember the word the most.				
New word	Definition	Synonym	Word(s) from same family	Part of speech	Your own sentence using the new word correctly.
virtual communications					
chatbot					
deep learning					
black box					
confabulation					
consent					
digital divide					
generative artificial intelligence					
prompt					
encryption					
privacy					
subset					
bot					
cores					
relinquish					
scale					
heuristic					
authentication					

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ANNEXE 5 – ACTIVITÉS SUPPLÉMENTAIRES (TOUT AU LONG DU JEU)

1) Lectures annotées ou résumé d'un chapitre d'un livre tel que :

- Klara and the Sun (Kazuo Ishiguro, 2021)
- The Circle (Dave Eggers, 2017)
- Company Town (Madeline Ashby, 2017)
- The Human Algorithm (Flynn Coleman, 2019)
- The Filter Bubble (Eli Pariser, 2011)
- The Age of Em: Work, Love, and Life When Robots Rule the Earth (Robin Hansen, 2016)
- Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked (Adam Alter, 2017)
- Free Culture: The Nature and Future of Creativity (Lawrence Lessig, 2004)
- Thirteen Reasons Why (Jay Asher, 2007)
- Understanding Media and Misinformation in the Digital Age (Melissa Zimdars, 2020)

2) Visionnement annoté ou résumé d'une section d'un film tel que :

- Snowden, (Open Road Films, 2016)
- Why Do People Troll? (LearnFree, 2020)
- Coded Bias (The Moss Center, 2020)
- Death by Design (Al Jazeera, 2018)
- Fake Famous (HBO, 2021)
- Social Network (Sony Pictures Entertainment, 2010)
- AI Is Dangerous, but Not for the Reasons You Think (TED, 2023)

3) Exercices collaboratifs de co-conception d'un quiz ou d'une présentation sur l'enjeu de leur choix en utilisant Kahoot, Wooclap, Socrative ou Genially

4) Analyse écrite de l'enjeu de leur choix tel que :

- Avantages et inconvénients des robots conversationnels
- Impacts sur la santé mentale
- Impacts sur l'environnement
- Etc.

5) Utilisation de cette trousse à outils pour générer des discussions avec les étudiant.e.s sur des mythes et réalités ou sur des enjeux précis en lien avec l'intelligence artificielle (Délibérations dirigées VF (scénarios 1, 2, 3 ou 4); Deliberative workshops EN (scenarios 1, 2, 3 ou 4)

Annexe 6 – Glossaire (mission 1 : version word)

MISSION 1					
Concepts	**Definitions**	**Noise words Final**	**Sentence (s) where the word is found**	**Reference-Article-Website**	**Definitions**
1-Internet addiction	"The behavior which is characterized by many hours spent in non-work technology-related computer/Internet/video game activities." Cash H., Rae C.D., Steel A.H., and Winkler, A. (2012). Internet Addiction: A Brief Summary of Research and Practice. Curr Psychiatry Rev., 8(4):292-298. doi: 10.2174/157340012803520513 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3480687/#R15	Curation	"... we're obviously going to talk about what happens in this second contact with AI, where we also have a bunch of benefits that we're going to get from this technology and there's also a race for uh for something an easy way to remember that first contact was curation AI."	Center for Humane Technology. (2023, April 5th). **The A.I. Dilemma** - Official Trailer 1. [video]. YouTube. https://www.youtube.com/watch?v=xoVJKj8lcNQ	"the act or process of selecting and organizing (something, such as articles or images) for distribution or publication" https://www.merriam-webster.com/dictionary/curation?src=search-dict-box
2-Artificial intelligence	"Systems that display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals. " Sheikh, H., Prins, C., Schrijvers, E. (2023). Artificial Intelligence: Definition and Background. In: Mission AI, Research for Policy. Springer, Cham. pp 15-41 https://doi.org/10.1007/978-3-031-21448-6_2	Warfare	"They've worked for the Trump campaign and for the Brexit campaign. They started using information warfare. Cambridge Analytica claimed to have 5,000 data points on every American voter."	Netflix. (2019, July 11th). **The Great Hack** - Official Trailer 1. [video]. YouTube. https://www.youtube.com/watch?v=iX8GxLP1FHo	"an activity undertaken by a political unit (such as a nation) to weaken or destroy another" https://www.merriam-webster.com/dictionary/warfare
3-Polarization	"Polarization is defined as the process in which two entities (individuals or groups of people) move toward opposite extremes of a continuum of viewpoints or opinions."	Weaponized	"This is about the integrity of our democracy. These platforms which were	Netflix. (2019, July 11th). **The Great Hack** - Official Trailer 1. [video]. YouTube. https://www.youtube.com/watch?v=iX8GxLP1FHo	"to adapt for use as a weapon of war" https://www.merriam-webster.com/dictionary/weaponized

	Wu J.S., Hauert C., Kremen C. and Zhao J. (2022). A Framework on Polarization, Cognitive Inflexibility, and Rigid Cognitive Specialization. Front Psychol,13:776891. doi: 10.3389/fpsyg.2022.776891 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8987571/#:~:text=Polarization%20is%20defined%20as%20the,et%20al.%2C%202019).		created to connect us have now been weaponized. It's impossible to know what is what."		
4-Echo chambers	"A bounded, enclosed media space that has the potential to both magnify the messages delivered within it and insulate them from rebuttal..." Reuter's Institute. (2022, January 19). Echo chambers, filter bubbles, and polarisation: a literature review.	Accountability	"ALSO, THE FACT YOU NEED TO IMPROVE TRANSPARENCY IN THE HERE AND NOW COME ACCOUNTABILITY IN THE HERE AND NOW AND DEVELOPING GUIDELINES IN THE HERE AND NOW. IS ANYONE DOING THAT?"	Bloomberg Technology. (2023, May 30th). **Industry Leaders Say AI Poses 'Risk of Extinction'. [video].** YouTube. https://www.youtube.com/watch?v=V4WIPZLqQq4	" the quality or state of being accountable *especially* : an obligation or willingness to accept responsibility or to account for one's actions" https://www.merriam-webster.com/dictionary/accountability
5-Misinformation	"The information which is fake or misleading and spreads unintentionally is known as misinformation." Wu L., Morstatter F., Carley K.M. and Liu H. (2019). Misinformation in social media: definition, manipulation, and detection. ACM SIGKDD Explor, 21(2):80–90. doi: 10.1145/3373464.3373475.	Disrupting	"HOW DO YOU SEE REAL IMPACT BEING MADE AND HOW AI IS DISRUPTING OUR LIFE?"	Bloomberg Technology. (2023, May 30th). **Industry Leaders Say AI Poses 'Risk of Extinction'. [video].** YouTube. https://www.youtube.com/watch?v=V4WIPZLqQq4	"to interrupt the normal course or unity of" https://www.merriam-webster.com/dictionary/disrupting
6-Disinformation	"False information deliberately and often covertly spread (as by the planting of rumors) in order to influence public opinion or obscure the truth" Disinformation. (n.d.). In: Webster's online dictionary.	Hardware	"Currently, it takes a lot of money and specialized hardware to build. Right now, you can't really buy hardware like GPUs [graphics processing units] in very large quantities without being	D'Agostino, S. (2023). **'AI Godfather' Yoshua Bengio: We need a humanity defense organization.** October 17. https://thebulletin-org.cdn.ampproject.org/c/s/thebulletin.org/2023/10/ai-godfather-yoshua-bengio-we-need-a-humanity-defense-organization/amp/	"major items of equipment or their components used for a particular purpose" https://www.merriam-webster.com/dictionary/hardware

			noticed, but governments are not tracking who's buying what."		
7-Conspiracy theories	"The conviction that a group of actors meets in secret agreement with the purpose of attaining some malevolent goal." Bale J. M. (2007). Political paranoia v. political realism: On distinguishing between bogus conspiracy theories and genuine conspiratorial politics. Patterns of Prejudice, 41, 45–60.	Hepatitis	"So, we should start with the problem. In our school we have 67 cases of hepatitis A because of the water."	**Code Girl**. (2015, October 26th). Codegirl - Official Trailer 1. YouTube. https://youtu.be/cRb5iel-3Ck?si=o1hzLqZDcjkAYCMA	"a disease or condition (such as hepatitis A or hepatitis B) marked by inflammation of the liver" https://www.merriam-webster.com/dictionary/hepatitis
8-Cyberbullying	"Cyberbullying can be defined as a deliberate and repeated act of aggression mediated through digital devices." Iqbal, S. and Jami, H. (2022). Exploring Definition of Cyberbullying and its Forms From the Perspective of Adolescents Living in Pakistan. Psychol Stud (Mysore), 67(4), 514-523. doi: 10.1007/s12646-022-00689-0 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9661466/	Holy	"ChatGPT can write, can create a completely new commentary on the Bible or on anything else, and it can, potentially in the future, even create new holy texts for future religions"	Yuval, N. H. (2023, June 1st**). Artificial Intelligence, Democracy & the Future of Civilisation.** [video]. YouTube. https://youtu.be/TKopbyIPo6Y?si=cPQ5CkPyYMgZnZkV	"having a divine quality, venerated as or as if sacred »" https://www.merriam-webster.com/dictionary/holy
9-Cyber sexual violence	"Cyber-sexual violence refers to a form of harmful sexually aggressive behaviors committed with the facilitation of digital technologies." Cripps, J. and Stermac, L. (2018). Cyber-sexual violence and negative emotional states among women in a Canadian University. International Journal of Cyber Criminology; Thirunelveli Vol. 12, N° 1, (Jan-Jun 2018): 171-186. DOI:10.5281/zenodo.1467891	Narrative	"I THINK IT'S A WAY OF CONTROLLING THE NARRATIVE. WE SHOULD BE TALKING ABOUT LEGISLATION, THINGS LIKE THE RISKS AND VICE -- BIASES. WAYS AI IS BEING USED THAT IS NOT GOOD FOR SOCIETY"	Bloomberg Technology. (2023, May 30th). **Industry Leaders Say AI Poses 'Risk of Extinction'. [video].** YouTube. https://www.youtube.com/watch?v=V4WIPZLqQq4	"a way of presenting or understanding a situation or series of events that reflects and promotes a particular point of view or set of values" https://www.merriam-webster.com/dictionary/narrative
10-Phishing	"Phishing is a scalable act of deception whereby impersonation is used to obtain information from a target." Lastdrager, E.E. (2014). Achieving a consensual definition of phishing based on a systematic review of the literature. Crime Sci 3, 9. https://doi.org/10.1186/s40163-014-0009-y				
11-Fake news	"Newspaper articles, television news shows, or other information disseminated through broadcast or social media that are	Reckoning	"That realization slowly	D'Agostino, S. (2023). **'AI Godfather' Yoshua Bengio: We**	**"a calculation that you make"**

	intentionally based on falsehoods or that intentionally use misleading framing to offer a distorted narrative." Kavanagh, J. and Rich, M. D. (2018). Truth Decay : An Initial Exploration of the Diminishing Role of Facts and Analysis in American Public Life. Santa Monica, California: RAND pp1-326.		accumulated, and I signed the letter. **D'Agostino:** Your reckoning drew a lot of attention, including the *BBC* article. How did you fare? **Bengio:** The media forced me to articulate all these thoughts."	**need a humanity defense organization.** October 17. https://thebulletin-org.cdn.ampproject.org/c/s/thebulletin.org/2023/10/ai-godfather-yoshua-bengio-we-need-a-humanity-defense-organization/amp/	https://dictionary.cambridge.org/dictionary/english/reckoning or "a summing up" https://www.merriam-webster.com/dictionary/reckoning
12-Deep fake	"An image or recording that has been convincingly altered and manipulated to misrepresent someone as doing or saying something that was not actually done or said." Deep fake. (n.d.). In Webster's online dictionary. https://www.merriam-webster.com/dictionary/deepfake	Stalling	"I WOULD SAY THESE COMPANIES ARE STALLING REAL REGULATION, ARE STALLING REAL MEASURES IN AI DEPLOYMENT AND LIMITING HOW AI IS DEPLOYED IN SOCIETY."	Bloomberg Technology. (2023, May 30th). **Industry Leaders Say AI Poses 'Risk of Extinction'. [video].** YouTube. https://www.youtube.com/watch?v=V4WIPZLqQq4	"to bring to a standstill **:** **block**" https://www.merriam-webster.com/dictionary/stalling
13-Intellectual property	"Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. IP is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create." World Intellectual Property Organization. (2023, 8 novembre). What Is Intellectual Property? https://www.wipo.int/about-ip/en/	Whistle-blower	"Brittany Kaiser, once a key player inside Cambridge Analytica, casting herself as a whistle-blower. The reason why Google and Facebook are the most powerful companies in the world is because last year, data surpassed oil in value."	Netflix. (2019, July 11th). **The Great Hack** - Official Trailer 1. [video]. YouTube. https://www.youtube.com/watch?v=iX8GxLP1FHo	"one who reveals something covert or who informs against another *especially* **:** an employee who brings wrongdoing by an employer or by other employees to the attention of a government or law enforcement agency" https://www.merriam-webster.com/dictionary/whistle-blower

14-Copyright	"Copyright is the exclusive, legal right to produce, reproduce, sell or license, publish or perform an original work or a substantial part of it." Innovation, Science and Economic Development Canada. (2016, September 7th). What is a copyright? (Canada). [video]. YouTube. https://www.youtube.com/watch?v=ljNS5p3cqls	Doom scrolling	"But that fairly simple technology was enough in the first contact with AI to break Humanity with information overload, addiction, doom scrolling, sexualization of kids, shortened attention spans, polarization, fake news and breakdown of democracy, and no one intended those things to happen right"	Center for Humane Technology. (2023, April 5th). **The A.I. Dilemma** - Official Trailer 1. [video]. YouTube. https://www.youtube.com/watch?v=xoVJKj8lcNQ	"to spend excessive time online scrolling (see scroll entry 2) through news or other content that makes one feel sad, anxious, angry, etc." https://www.merriam-webster.com/dictionary/doomscroll
15-Open access	"Open access (OA) means free access to information and unrestricted use of electronic resources for everyone. Any kind of digital content can be OA, from texts and data to software, audio, video, and multi-media. While most of these are related to text only, a growing number are integrating text with images, data, and executable code. OA can also apply to non-scholarly content, like music, movies, and novels." https://www.unesco.org/en/open-access				
16-Sustainability	"The concept of sustainability relates to the maintenance and enhancement of environmental, social and economic resources, in order to meet the needs of current and future generations." https://unevoc.unesco.org/home/Sustainable+development#:~:text=Sustainability,of%20current%20and%20future%20generations.				
17-Machine learning	"Machine learning is a subfield of artificial intelligence, which is broadly defined as the capability of a machine to imitate intelligent human behavior. Artificial intelligence systems are used to perform complex tasks in a way that is similar to how humans solve problems."				

	https://mitsloan.mit.edu/ideas-made-to-matter/machine-learning-explained				
18-Environmental footprint (including 'carbon footprint')	"The effect that a person, company, activity, etc. has on the environment, for example the amount of natural resources that they use and the amount of harmful gases that they produce." https://dictionary.cambridge.org/dictionary/english/environmental-footprint				
19-Big data	"An accumulation of data that is too large and complex for processing by traditional database management tools." Big data. (n.d.). In Webster's online dictionary.				
20-Illicit harvesting of personal data	'Illicit data harvesting' means 'the illegal collection of information' Illicit: means unlawful, not permitted, illegal Illicit. (n.d.) In Webster's online dictionary. https://www.merriam-webster.com/dictionary/illicit				
21-Massive data sharing	"The action of massively sharing '' information (such as measurements or statistics) used as a basis for reasoning, discussion, or calculation." Data. (n.d.). In Webster's online dictionary. https://www.merriam-webster.com/dictionary/data				
22-Cybersecurity	"Cybersecurity is the practice of protecting computer systems, networks, and data by using a variety of different strategies and tools." Beal, V. (2022). Cybersecurity. Webopedia. https://www.webopedia.com/definitions/cyber-security/				
23-Surveillance devices	"An electronic surveillance device, hardware, or software that is capable of collecting, capturing, recording, retaining, processing, intercepting, analyzing, monitoring, or sharing audio, visual, digital, location, thermal, biometric, or similar information or communications specifically associated with, or capable of being associated with, any specific individual or group; or any system, device, or vehicle that is equipped with an electronic surveillance device, hardware, or software." Law Insider. (2023, November 9). Surveillance equipment definition. https://www.lawinsider.com/dictionary/surveillance-equipment				

24-Authentication technology	"Authentication is the process of confirming whether the user is the one it pretends to be. It is utilized as a method for distinguishing substantial or legitimate clients from the impostors. Password-based confirmation is the most broadly utilized client validation component. This strategy utilizes a brief for a username and password that is one of a kind to a specific client. A password must be exclusive, long, complex, and strong." Sood, S. and Vanitha, M. (2020). Password authentication using keystroke biometric. In R. Thandeeswaran, T. Perumal, K. Ma & N. Jeyanthi, (Eds.), Managing Security Services in Heterogenous Networks: Confidentiality, Integrity, Availability, Authentication, and Access Control (1st ed.). CRC Press. https://doi.org/10.1201/9781003034049				
25-Social inclusion via digital technology	"Social inclusion is "a multifaceted construct" (Canas & Staples, 2018, p. 29). The concept embraces both a social and physical state, resulting in "emotional experience, across a spectrum of inclusion/exclusion." Social inclusion, as defined by Hall et al. (2019, p. 2), embraces "feeling accepted, having an individual and collective agency to determine participation, and the removal of structural and attitudinal barriers to participation." Liamputtong, P. (Ed.). (2022). Handbook of social inclusion : research and practices in health and social sciences. Springer. https://doi.org/10.1007/978-3-030-89594-5				
26-Identity theft	"Identity theft involves acquiring enough data about another person to counterfeit this link, enabling the thief to acquire goods while attributing the charge to another person's account." Anderson, Keith B., Erik Durbin, and Michael A. Salinger. (2008). Identity Theft. Journal of Economic Perspectives, 22 (2): 171-192 DOI: 10.1257/jep.22.2.171				

Marier, S. (2025). *Word list-Ethical citizenship*. Cégep de Lévis. Sous licence CC BY-NC-SA.

(MISSION 2 : VERSION WORD)

MISSION 2					
Concepts	**Definitions**	**Noise words Final**	**Sentence (s) where the word is found**	**Reference-Article-Website**	**Definitions**
1-Misinformation	"The information which is fake or misleading and spreads unintentionally is known as misinformation." Wu L., Morstatter F., Carley K.M. and Liu H. (2019). Misinformation in social media: definition, manipulation, and detection. ACM SIGKDD Explor, 21(2):80–90. doi: 10.1145/3373464.3373475.	Scholarly	A scholarly article is often a credible source but other information sources may also add value to your research.	"Library Research: A Step-By-Step Guide." *Library Research: A Step-By-Step Guide - Green River LibGuides at Green River College*, Green River College, libguides.greenriver.edu/c.php?g=179947&p=1183940. Accessed 17 Feb. 2025.	"Of or characteristic of a scholar or academic." Scholary. (n.d.) In *Webster's New World College Online Dictionary*.
		Credibility	The credibility or trustworthiness of an information source depends on where it came from who it was made for and how you use it.	"Library Research: A Step-By-Step Guide." *Library Research: A Step-By-Step Guide - Green River LibGuides at Green River College*, Green River College, libguides.greenriver.edu/c.php?g=179947&p=1183940. Accessed 17 Feb. 2025.	"The quality of being believed or trusted." Credibility. (n.d.) In *Collins English Online Dictionary*.
2-Disinformation	"False information deliberately and often covertly spread (as by the planting of rumors) in order to influence public opinion or obscure the truth" Disinformation. (n.d.). In: Webster's online dictionary.	Framework	We adapt an Antecedents-Misinformation-Outcomes (AMIO) framework for integrating key concepts from prior studies.	Muhammed T S, Mathew SK. (2022). The disaster of misinformation: a review of research in social media. Int J Data Sci Anal. 2022;13(4):271-285. doi: 10.1007/s41060-022-00311-6.	"A system of rules, ideas, or beliefs that is used to plan or decide something." Framework. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*
3-Information literacy (including 'information search' and 'information assessment')	"The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."	Database	The library's databases store information in the form of books, videos, and articles from a variety of sources such as newspapers, magazines, and journals.	"Library Research: A Step-By-Step Guide." *Library Research: A Step-By-Step Guide - Green River LibGuides at Green River College*, Green River College, libguides.greenriver.edu/c.php?g=179947&p=1183940. Accessed 17 Feb. 2025.	"A large amount of information stored in a computer system in such a way that it can be easily looked at or changed." Database. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*

	Association of College and Research Libraries (2017)	Scholarship	Scholarship as conversation.	"What Is Information Literacy." *YouTube*, YouTube, www.youtube.com/watch?v=hbe6xBibOL4. Accessed 17 Feb. 2025.	"Serious, detailed study." Scholarship. (n.d.) In *Cambridge Academic Content Online Dictionary*
		Reliable	Once you develop these skills you will know how to find reliable and relevant information online.	"What Is Information Literacy." *YouTube*, YouTube, www.youtube.com/watch?v=hbe6xBibOL4. Accessed 17 Feb. 2025.	"Information or data is accurate or able to be trusted." Reliable. (n.d.) In *Cambridge Business English Online Dictionary*
		Authority	Authority is constructed and contextual.	"What Is Information Literacy." *YouTube*, YouTube, www.youtube.com/watch?v=hbe6xBibOL4. Accessed 17 Feb. 2025.	"Someone who is an expert on a particular subject, and whose opinions influence other people." Authority. (n.d.) In *Cambridge Business English Online Dictionary*
		Bias	Information shared on social media is often biased or even false so some research may be involved before trusting a source.	"What Is Information Literacy." *YouTube*, YouTube, www.youtube.com/watch?v=hbe6xBibOL4. Accessed 17 Feb. 2025.	"A collection of data containing more information that supports a particular opinion than you would expect to find if the collection had been made by chance." Bias. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*
		Journal	When a new book or journal article is published it contributes new insight to an ongoing conversation regarding a certain topic.	"What Is Information Literacy." *YouTube*, YouTube, www.youtube.com/watch?v=hbe6xBibOL4. Accessed 17 Feb. 2025.	"A serious magazine or newspaper that is published regularly about a particular subject." Journal. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*
		Zotero	Zotero is a free tool which helps you collect organize and cite your sources.	"Library Research: A Step-By-Step Guide." *Library Research: A Step-By-Step Guide - Green River LibGuides at Green River College*,	"A free, open-source tool that helps you collect, organize, and analyze research sources and share them in a variety of ways."

				Green River College, libguides.greenriver.edu/c.php?g=179947&p=1183940. Accessed 17 Feb. 2025.	International Labour Organization. (n.d.). *Research Guides: Zotero: What is Zotero?* International Labour Organization (ILO). https://libguides.ilo.org/zotero
		Overwhelming	We find ourselves bombarded with an overwhelming amount of [information] from a multitude of sources.	"What Is Information Literacy." *YouTube*, YouTube, www.youtube.com/watch?v=hbe6xBibOL4. Accessed 17 Feb. 2025.	"Difficult to fight against." Overwhelming. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*

Marier, S. (2025). *Word list-Information literacy*. Cégep de Lévis. Sous licence CC BY-NC-SA.

(MISSION 3 : VERSION WORD)

Mission 3					
Concepts	**Definitions**	**Noise words Final**	**Sentence(s) where the word is found**	**Reference-Article-Website**	**Definitions**
1-Misinformation	"The information which is fake or misleading and spreads unintentionally is known as misinformation." Wu L., Morstatter F., Carley K.M. and Liu H. (2019). Misinformation in social media: definition, manipulation, and detection. ACM SIGKDD Explor, 21(2):80–90. doi: 10.1145/3373464.3373475.	Empowering	Empowering youth with digital agency can be a force against the rising tide of disinformation fueled by deepfake and artificial intelligence technologies.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"To promote the self-actualization or influence of." Empower. (n.d.) In *Merriam-Webster.com*
		Spread	Explicit deepfake images of Taylor Swift spread on social media before platforms took them down.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"To become dispersed, distributed, or scattered." Spread. (n.d.) In *Merriam-Webster.com*
		Trustworthy	Why is The AllSides Media Bias Chart™ the Most Trustworthy Source of Bias Ratings?	*All Sides Media Bias Chart. AllSides*, https://www.allsides.com/media-bias/media-bias-chart.	"Worthy of confidence: dependable." Trustworthy. (n.d.) In *Merriam-Webster.com*
2-Fake news	"Newspaper articles, television news shows, or other information disseminated through broadcast or social media that are intentionally based on falsehoods or that intentionally use misleading framing to offer a distorted narrative." Kavanagh, J. and Rich, M. D. (2018). Truth Decay : An Initial Exploration of the Diminishing	Accountability	The U.S. has introduced several acts: the Deepfakes Accountability Act of 2023.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"An obligation or willingness to accept responsibility or to account for one's actions." Accountability. (n.d.) In *Merriam-Webster.com*
		Deception	This digital deception, which leverages artificial intelligence and, more recently generative AI, to create hyper-realistic fabrications...	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-	"The act of causing someone to accept as true or valid what is false or invalid."

	Role of Facts and Analysis in American Public Life. Santa Monica, California: RAND pp1-326.			of-misinformation-and-disinformation-221171.	Deception. (n.d.) In *Merriam-Webster.com*
		Depict	Deepfakes are videos and images that have been digitally manipulated to depict people saying and doing things that never happened.	Patterson, D. (2019, June 13). From deepfake to "Cheap fake," it's getting harder to tell what's true on your favorite apps and websites. CBS News. https://www.cbsnews.com/news/what-are-deepfakes-how-to-tell-if-video-is-fake/	"Show what [a] person or thing is like—either in some kind of image (such as a drawing, painting, photograph, or movie), or with words." Depict. (n.d.) In *Merriam-Webster.com*
		Dissemination	However, these efforts are insufficient to contain, let alone stop, the proliferation of deepfake dissemination.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"The act of spreading news, information, ideas, etc. to a lot of people." Dissemination. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*
		Mislead	Everyone is biased, but hidden bias misleads and divides us.	*All Sides Media Bias Chart*. *AllSides*, https://www.allsides.com/media-bias/media-bias-chart.	"To lead in a wrong direction or into a mistaken action or belief often by deliberate deceit." Mislead. (n.d.) In *Merriam-Webster.com*
3-Deep fake	"An image or recording that has been convincingly altered and manipulated to misrepresent someone as doing or saying something that was not actually done or said." Deep fake. (n.d.). In Webster's online dictionary. https://www.merriam-webster.com/dictionary/deepfake	Swift	Legal systems and governments are struggling to keep pace with this swift advancement of digital deception.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"Occurring suddenly or within a very short time." Swift. (n.d.) In *Merriam-Webster.com*
		Hazard		Patterson, D. (2019, June 13). From deepfake to "Cheap fake," it's getting	

			Why's our monitor labelling this an incident or hazard?	harder to tell what's true on your favorite apps and websites. CBS News. https://www.cbsnews.com/news/what-are-deepfakes-how-to-tell-if-video-is-fake/	"Something that is dangerous and likely to cause damage." Hazard. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*
		Threat	How to Empower Youth to Fight the Threat of Misinformation and Disinformation	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"An expression of intention to inflict evil, injury, or damage." Threat. (n.d.) In *Merriam-Webster.com*
		Policy	Meta's policy now mandates political advertisers to disclose any AI manipulation in ads, a move mirrored by Google.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"A set of ideas or a plan that has been agreed by a government, business, etc." Policy. (n.d.) In *Cambridge Essential Online Dictionary*
4-Digital literacy	Includes all concepts presented in this document, including: fact, left wing, centrism, right wing, bias, opinion				
		Impersonated	The popular YouTuber MrBeast was impersonated in a deepfake scam on TikTok, falsely promising an iPhone 15 giveaway that led to financial deceit.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"To assume or act the character of." Impersonated. (n.d.) In *Merriam-Webster.com*
		Mitigating	Critically, they also developed a sense of responsibility in preventing and mitigating deepfakes'	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-	"Making something less harmful, unpleasant, or bad."

			spread, and a readiness to counter deepfakes.	to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	Mitigating. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*
		Nefarious	A deepfake of Greta Thunberg advocating for "vegan grenades" highlights the nefarious use of this technology.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"Morally bad (especially of activities)." Nefarious. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*
		Scam	The popular YouTuber MrBeast was impersonated in a deepfake scam on TikTok, falsely promising an iPhone 15 giveaway that led to financial deceit.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." *The Conversation*, 28 Nov. 2024, theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171.	"A dishonest plan for making money or getting an advantage, especially one that involves tricking people." Scam. (n.d.) In *Cambridge Advanced Learner's Online Dictionary & Thesaurus*

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(mission 4 : version word)

MISSION 4

Concepts	Definitions	Noise words Final	Sentence(s) where the word is found	reference-Article-Website	Definitions
1-Artificial intelligence	"Systems that display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals. " Sheikh, H., Prins, C., Schrijvers, E. (2023). Artificial Intelligence: Definition and Background. In: Mission AI, Research for Policy. Springer, Cham. pp 15-41 https://doi.org/10.1007/978-3-031-21448-6_2	Capture	"Yellowness, roundness, and shininess don't capture what's distinct about these objects."	**AI art, explained, Vox** Source: https://www.youtube.com/watch?v=SVcsDDABEkM	to gain or win especially through effort, to catch https://www.merriam-webster.com/dictionary/capture
		Frame	"it creates a scene by defining the timeline and adding detail to each frame."	**OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions | WSJ** Source: https://www.youtube.com/watch?v=mAUpxN-EIgU	the underlying constructional system or structure that gives shape or strength (as to a building) – a picture in this case https://www.merriam-webster.com/dictionary/frame

2-Intellectual property	"Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. IP is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create." World Intellectual Property Organization. (2023, 8 novembre). What Is Intellectual Property? https://www.wipo.int/about-ip/en/	Dataset	"It was created by Mario Klingemann, who explained to me that that type of AI art required him to collect a specific dataset of images and train his own model to mimic that data.	**AI art, explained, Vox** Source: https://www.youtube.com/watch?v=SVcsDDABEkM	a collection of data taken from a single source or intended for a single project https://www.merriam-webster.com/dictionary/dataset
3-Copyright	"Copyright is the exclusive, legal right to produce, reproduce, sell or license, publish or perform an original work or a substantial part of it." Innovation, Science and Economic Development Canada. (2016, September 7th). What is a copyright?	Glitches	- You can see lots of that smoothness in the videos OpenAI generated from the	**OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions | WSJ** Source: https://www.youtube.com/watch?v=mAUpxN-EIgU	a usually minor malfunction https://www.merriam-webster.com/dictionary/glitches

	(Canada). [video]. YouTube. https://www.youtube.com/watch?v=ljNS5p3cqls		prompts I provided. But you can also see flaws and glitches.		
4- Algorithm	"An algorithm is a set of instructions, like a recipe, that allows a computer system to learn from data, perform a task, or solve a problem. AI uses different types of algorithms, the selection of which depends on the nature of the available data and the task to be accomplished." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 4)	Steerability	So that's to be expected this early on. And eventually, there's gonna be more steerability and control and more accuracy in reflecting the intent of what you want.	**OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions | WSJ** Source: https://www.youtube.com/watch?v=mAUpxN-EIgU	the quality or state of being steerable : to control the course of **: DIRECT** https://www.merriam-webster.com/dictionary/steerable

		Watermarking	How are we going to tell the difference between what is real video and what is AI video? - We're doing research and watermarking the videos, but really figuring out content provenance and how do you trust what is real content versus something that	**OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions | WSJ** Source: https://www.youtube.com/watch?v=mAUpxN-EIgU	Also **dig·it·al wa·ter·mark** []. *Computers.* a small piece of code or identifiable data sequence embedded into a digital file, usually an image or an audio or video file, as a traceable marker of origin or ownership. https://www.dictionary.com/browse/watermark

			happened in reality versus content created for misinformation.		
5-Deep learning	"Deep Learning Deep learning is an advanced form of machine learning using large, multilayered artificial neural networks, inspired by human neurons, which allow machines to learn progressively and efficiently from big data." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 12)	Bullish ➡️ bull	- It looks like the bull in a China shop. Yeah, metaphorically, you'd imagine everything breaking in the scene, right?	**OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions | WSJ** Source: https://www.youtube.com/watch?v=mAUpxN-EIgU	a male bovine https://www.merriam-webster.com/dictionary/bull
		Yank	A female video producer on a sidewalk in New York City	**OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions | WSJ**	to pull on something with a quick vigorous movement https://www.merriam-webster.com/dictionary/yank

			holding a high-end cinema camera. Suddenly, a robot yanks the camera out of her hand.	Source: https://www.youtube.com/watch?v=mAUpxN-ElgU	
6-Generative artificial intelligence	"Generative AI is a recent form of AI that has the ability to create new content, such as text, music, images, or videos. In this case, the task is not to predict or classify, but to create content through deep learning methods and vast datasets. To guide its creations, generative AI models accept various types of "input" (texts, images, voices, tables, etc.)." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 21)	Feasibility			
		Guardrails	But there are still big concerns about Silicon Valley's race to create AI tools and its ambition for power and money	**OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions | WSJ** Source: https://www.youtube.com/watch?v=mAUpxN-ElgU	a protective or safety device https://www.merriam-webster.com/dictionary/guard

			versus our safety. - It's not really a difficult demand or a difficult balance between profit and safety guardrails.		

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(MISSION 5 : VERSION WORD)

Mission 5

Concepts	Definitions	Noise words Final	Sentence(s) where the word is found	Reference-Article-Web site	Definitions
1-Virtual communications (including: chat and chatbot)	"Virtual communication refers to the exchange of information and ideas through electronic means when participants are not physically present in the same location. It encompasses a wide range of technologies such as email, video conferencing, instant messaging, and social media platforms, enabling real-time or asynchronous communication among team members, departments, and the entire organization." https://ocastaengage.com/internal-comms-explained/what-is-virtual-communication	Encryption	Stock trading, encryption, traffic applications of algorithms modeling, and social media are just some of the applications that use or require complex algorithms.	**Explainer: What Is an Algorithm?** https://www.youtube.com/watch?v=kaGpgiXExS0&t=1s	a code or cipher produced by encrypting something https://www.merriam-webster.com/dictionary/encryption
		PrivacY	In this Article, Professor Daniel Solove deconstructs and critiques the privacy paradox and the arguments made about it. The "privacy paradox" is the phenomenon where people say that they value privacy highly, yet in their behavior relinquish their personal data for very little in exchange or fail to use measures to protect their privacy.	**The Myth of the Privacy Paradox** https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&context=faculty_publications	freedom from unauthorized intrusion https://www.merriam-webster.com/dictionary/privacy
		Subset	What is Deep Learning? learning deep learning is a subset of machine learning, which in turn is a subset of artificial intelligence. Atificial intelligence is a technique that enables a machine to mimic human	**Deep Learning** https://www.youtube.com/watch?v=6M5VXKLf4D4&t=24s	a form of machine learning in which the computer network rapidly teaches itself to understand a concept without human intervention by performing a large

			behavior machine learning is a technique to achieve ai through algorithms trained with data.		number of iterative calculations on an extremely large dataset https://www.merriam-webster.com/dictionary/deep%20learning
2-Algorithm	"An algorithm is a set of instructions, like a recipe, that allows a computer system to learn from data, perform a task, or solve a problem. AI uses different types of algorithms, the selection of which depends on the nature of the available data and the task to be accomplished." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 4)	~~Biometric~~ Bot	Deep Learning Applied learning applied in customer support when most people converse with customer support agents the conversation seems so real they don't even realize that it's actually a bot on the other side in medical care.	**Deep Learning** https://www.youtube.com/watch?v=6M5VXKLf4D4&t=24s	a computer program that performs automatic repetitive tasks From "robot" https://www.merriam-webster.com/dictionary/bot
		Cores	and that brings us to our second limitation computational power training in neural network requires graphical processing units which have thousands of cores as compared to cpus and gpus are of course more expensive.	**Deep Learning | What is Deep Learning? | Deep Learning Tutorial For Beginners | 2023 | Simplilearn** https://www.youtube.com/watch?v=6M5VXKLf4D4&t=24s	a computer memory consisting of an array of cores strung on fine wires *broadly* : the internal memory of a computer https://www.merriam-

					webster.com/dictionary/core
3-Deep learning	"Deep Learning Deep learning is an advanced form of machine learning using large, multilayered artificial neural networks, inspired by human neurons, which allow machines to learn progressively and efficiently from big data." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 12)	Tensorflow			
			to an activation function leave your answers in the comments section below three of you stand a chance to win amazon vouchers so hurry some of the popular deep learning frameworks include tensorflow pytorch keras deep learning 4j cafe and microsoft cognitive toolkit	Advertisement! **Deep Learning | What is Deep Learning? | Deep Learning Tutorial For Beginners | 2023 | Simplilearn** https://www.youtube.com/watch?v=6M5VXKLf4D4&t=24s	A keeper?
		Pytorch	to an activation function leave your answers in the comments section below three of you stand a chance to win amazon vouchers so hurry some of the popular deep learning frameworks include tensorflow pytorch keras deep learning 4j cafe and microsoft cognitive toolkit	Advertisement! **Deep Learning | What is Deep Learning? | Deep Learning Tutorial For Beginners | 2023 | Simplilearn** https://www.youtube.com/watch?v=6M5VXKLf4D4&t=24s	A keeper?

4-Black box	"AI systems use a large amount of data and algorithms so complex that it can be difficult to understand how they work. This is what some call the black box phenomenon, to describe the opacity that some AI systems can have. As with a black box, one can know what data goes in and what data comes out of an AI system, but not how that data was processed to arrive at the obtained result. This lack of transparency can cause several problems such as a lack of user trust, difficulties in debugging the AI system by design teams, and the reinforcement of biases that cannot be detected beforehand." https://www.obvia.ca/ressources/comprendre-	Horus	in fact horus Technology is working on a device for the blind that uses deep learning with computer vision to describe the world to the users replicating the human mind	**Deep Learning | What is Deep Learning? | Deep Learning Tutorial For Beginners | 2023 | Simplilearn** https://www.youtube.com/watch?v=6M5VXKLf4D4&t=24s	A company! A keeper? The falcon-headed Egyptian god of light and the son of Osiris and Isis https://www.merriam-webster.com/dictionary/Horus
		Relinquish	The "privacy paradox" is the phenomenon where people say that they value privacy highly, yet in their behavior relinquish their personal data for very little in exchange or fail to use measures to protect their privacy.	**The Myth of the Privacy Paradox**	to withdraw or retreat from : leave behind
		Scales	is a vast, complex, and never-ending project that does not scale. Privacy regulation often seeks to give people more privacy self-management, but doing so will not protect privacy effectively.	**The Myth of the Privacy Paradox** https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&context=faculty_publications	to measure or estimate the sound content of https://www.merriam-webster.com/dictionary/scale

	les-enjeux-ethiques-et-juridiques-de-lia (page 7)				
5-Confabulation	"Despite their potential, AIs sometimes produce inaccurate, inconsistent, or even false results while presenting them as true, a phenomenon especially present with generative AIs. This happens because these generative AIs are only asked to probabilistically generate what is most plausible given a context. No mechanism was provided during training to ensure that the model produces real facts. It only produces a plausible sequence of words, so hallucination is just an effect of the design of these generative AIs. The resulting consequences can lead the user to a state of confusion and a loss of trust. Another	Heuristic	On the other side, the "behavior distortion argument" suggests that people's behavior is not an accurate metric of preferences because behavior is distorted by biases and heuristics, manipulation and skewing, and other factors.	**The Myth of the Privacy Paradox** https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&context=faculty_publications	involving or serving as an aid to learning, discovery, or problem-solving by experimental and especially trial-and-error methods https://www.merriam-webster.com/dictionary/heuristic
		Authentication	when available use multi-factor authentication to access your online accounts this means using more than just a username and password like a special access code sent to your smartphone.	**The Myth of the Privacy Paradox** https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&context=faculty_publications	an act, process, or method of showing something (such as an identity, a piece of art, or a financial transaction) to be real, true, or genuine : the act or process of authenticating something https://www.merriam-

	collateral effect is the spread of false information and thus misinformation." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 8)				webster.com/dictionary/authentication
6- Consent	"To function, AI systems need data, some of which belongs to individuals (e.g., first name, last name, postal address, date of birth, etc.). To ensure control over this data, consent becomes essential in AI. Often, ideal consent is described as free, informed, and continuous. Free, because a person should not consent under pressure; informed, because a person must have the necessary information to understand their decision; continuous, because consent should				

	be verified and present over time, not just at the beginning. Consent thus consists of the right of a person to choose whether or not to share their data and to understand how it will be used." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 9)				
7-Digital divide	"In the field of technology, the digital divide refers to the more or less significant gap that arises between people who have access to technologies and those who are excluded from them. Previously, this digital divide mainly concerned unequal access to the internet, the high cost of computer equipment, and the lack of digital literacy for some. With the advent of AI, many				

	anticipate that this divide will worsen, particularly by favoring people with good AI literacy in the job market, benefiting developed countries already heavily investing in this emerging technology, and reinforcing discriminatory biases against historically marginalized groups. Government measures and training the entire population in AI represent potential avenues to limit this divide." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 16)				
8-Generative artificial intelligence	"Generative AI is a recent form of AI that has the ability to create new content, such as text, music, images, or videos. In this case, the				

	task is not to predict or classify, but to create content through deep learning methods and vast datasets. To guide its creations, generative AI models accept various types of "input" (texts, images, voices, tables, etc.)." https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia (page 21)				
9-Prompt	"To use certain AI systems, particularly generative AI conversational agents like ChatGPT, Copilot, or Gemini, you need to send them a request (in English: prompt). This request consists of a written, oral, or visual text that is sent to the AI system to ask it to perform a specific task." https://www.obvia.ca/ressources/comprendre-				

	les-enjeux-ethiques-et-juridiques-de-lia (page 24)				

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