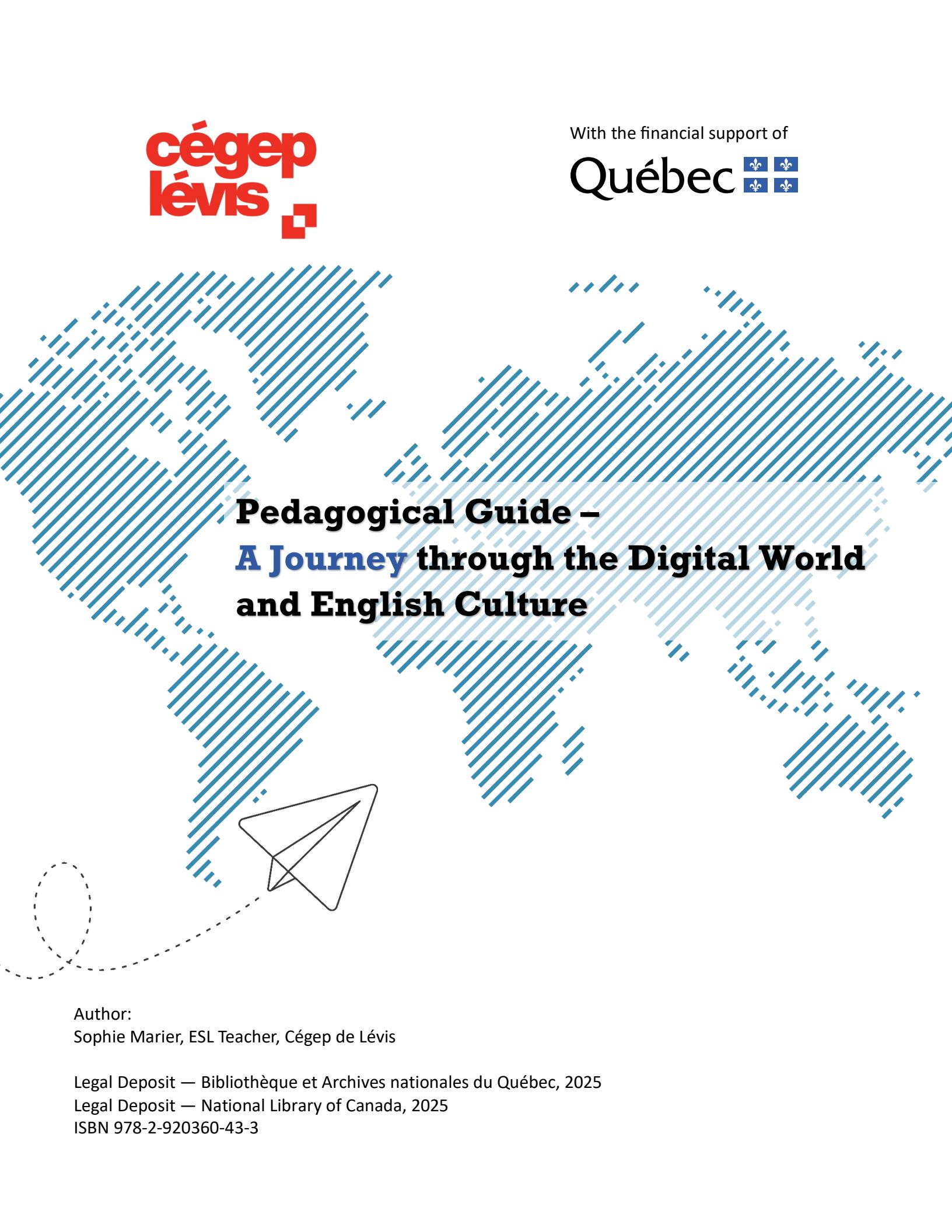




With the financial support of

Québec The logo for the Government of Quebec, featuring the word "Québec" in a serif font next to a blue square containing three white fleur-de-lis.

The background of the cover features a large, abstract graphic composed of numerous blue and light blue diagonal lines of varying lengths, creating a sense of depth and motion. In the lower center, a simple line drawing of a paper airplane is positioned, pointing towards the right. The overall design is clean and modern.

# **Pedagogical Guide – A Journey through the Digital World and English Culture**

Author:  
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## Author's Biography

In addition to having over thirty years of experience teaching English as a second language at the college level, Sophie holds a master's degree in applied linguistics, specializing in vocabulary acquisition in learning contexts—whether with or without educational technology—in a second or foreign language.

As part of her master's degree, she conducted two studies on vocabulary acquisition in a second language: *Vocabulary Richness Compared: Poor or Rich Science Students?* (Marier, 2000) and *Who Predicts Best Which Words Should Be Explicitly Focused On: Nation, the Student, or the Teacher?* (Marier, 2000).

Photo of the author  
(Marier, S., 2022)

## Acknowledgements

Several people contributed to the development of this pedagogical guide and the game. First of all, this project received financial support from the Ministry of Higher Education (MES) under the Canada–Quebec Agreement (ECQ). On the pedagogical, revision and library science side, the project benefited from the unwavering support of :

- Charles-Antoine Fugère, librarian
- Philippe Groppi, digital pedagogical advisor
- Rachel Tunnicliffe, teacher of English as a second language, Mérici Collégial Privé

In addition, on a more ad hoc basis, several other people have contributed to the development of this guide and the game:

Teachers and educators: CADRE21, Jason Beaulieu, Maude Bonenfant, Sandra Cole, Stéphanie Fraser, Charles Lapointe, Amy Pittendreich, Patrick Plante, Michael Roy, Nathalie Roy and Rachel Tunnicliffe.

Students: Sabrina Cantos-Boulet, ESL students from Cégep de Lévis (W24 and F24), and ESL students from Mérici Collégial Privé (W25).

My sincere thanks also go to Marilou Bourque and Marianne Dubé for their insightful advice.



## To cite this work

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# 1. FOREWORD AND INTRODUCTION

---

## Foreword

With the arrival of conversational agents available to the general public, such as ChatGPT 3.5 in the fall of 2022, along with many other developments stemming from artificial intelligence, I decided, in February 2023, to submit a grant application to the ECQ in order to create a digital game with two main educational objectives:

- 1) To develop the mastery of English among college-level students through gamified (Bonenfant, 2023, p. 77) open educational resources (UNESCO) in the form of a digital serious game (Plante, 2016, p. 72)
- 2) To encourage the development of students' digital skills (ministère de l'Éducation du Québec, 2019).

These pedagogical resources would be made available to all teachers in the college network as an Open Educational Resource (OER) licensed under CC BY-NC-SA. Please note that two versions of this investigation game were developed, one of which is in a video game format (Unity version).<sup>1</sup>

Finally, the idea to create a digital serious game was accepted by the ECQ and I am proud to present – *A Journey through the Digital World and English Culture!* In addition to offering rich academic and cultural content, this OER can be adapted, remixed, and transformed by all teachers wishing to integrate this game into their teaching.

I therefore invite you to engage in the game of experimentation and innovation for the common good and the development of English digital literacy among college students.

Enjoy your digital journey, and I look forward to meeting you on the road to creative collaboration!

Sophie 😊

---

<sup>1</sup> **Jeu sérieux numérique:** 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>

This is a second version of the Pedagogical Guide for the second version of the game. The first version was called *An English Journey through the Digital World and English Culture*.

## Introduction

The game was designed with the general education objectives and the themes for the 102 and 103 college levels in mind. General education aims to prepare students to live responsibly in society, to integrate cultural knowledge, and to master language as a tool for thought, communication, and global awareness. More specifically, the main themes of the 102- and 103-level courses concern society, culture, and literature.

The game can be used in person, remotely, or in a hybrid mode, and consists of 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

Students progress through the missions, discovering codes and syllables that, when properly ordered, will earn them their final badge.

The aim of this pedagogical guide is to facilitate the understanding of the digital serious game, explain the potential for adapting its content to the teacher's technopedagogical course design, and help plan its integration into pedagogical class activities. The guide is therefore divided into two main sections: Chapter 3 *How the Game Works and Pedagogical Activities for Each Mission*, and Chapter 4 *Information for Adapting the Game*. The basic instructions are particularly important, as they ensure a smooth and enjoyable navigation experience during gameplay.

To ensure that the game is properly integrated into a course, it is recommended to keep in mind the key elements of effective technopedagogical alignment (see Appendix 1). Appendix 1 also contains vocabulary acquisition strategies.



## 2. HOW THE GAME WORKS AND PEDAGOGICAL ACTIVITIES FOR EACH MISSION

---

### Basic Instructions

Before students begin playing, it's important to explain the basic instructions and icons so that they can navigate the game with ease.

Instructions:

- Take time to read the guidelines and definitions (without, however, reading the academic references for each)
- Keep all the codes and syllables as they are disclosed
- Take time to read the feedback
- Take time to go through the ethical reflections suggested by Vicky and Daniel (characters who appear throughout the game)

It is also very important to inform students that if they wish to pause their progress during the game, they must at least complete the section they are on within a mission. Otherwise, they may have to redo the entire section – sometimes under a new username – before being able to proceed to the next section of the mission. **The only way to resume the game is to start a new section of a mission or simply begin a new mission.**

### Key Icons

#### 1) Gateway to each mission

Just click on the mission to access its challenges.



Figure 1 - Missions map (Genially, 2025)



Figure 2 - Globe (Genially, 2025)

The globe icon takes the students back to the missions map.

## 2) Mission index

Each mission includes an index in which each section of the mission is listed. The time required to complete each section is displayed by hovering over each image. For example, by hovering over the section *Health Challenges*, the student will see that it takes approximately 30 minutes to complete the challenges, obtain the code, and move on to the next section *Advertising Challenges*.

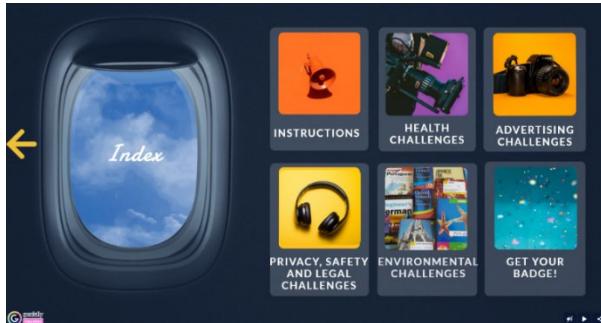


Figure 3 - Mission index (Genially, 2023)



Figure 4 - Passport (Genially, 2023)

**Note:** During the game, the student only needs to click on the passport to return to the *Index*.

## 3) Question mark

The question mark is present throughout the game and provides access to *Webster's online dictionary*<sup>2</sup>.



Figure 5 - Question mark (Genially, 2023)

## Badge

At the end of each mission, the student can download a badge certifying that he or she has successfully completed the mission.

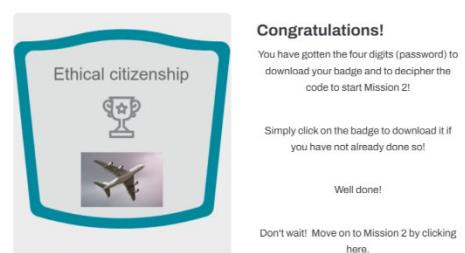


Figure 6 - Badge (Marier, S., 2025)

<sup>2</sup> <https://www.merriam-webster.com/dictionary/dictionary>

## MISSION 1: *ETHICAL CITIZENSHIP*

(Time required for Mission 1: 1 hour 15 minutes – we recommend dividing the mission into 2 parts: 40 minutes (*Health and Advertising*) and 35 minutes (*Privacy and The Environment*)

The content was chosen based on the issues raised in the central dimension of the Digital Competency Framework: *Ethical Citizenship*.

### Objective of the central dimension of digital competency

Exercising ethical citizenship in the digital age

- Behaving ethically, taking into consideration the social, cultural and philosophical diversity of digital society as well as the social, economic, environmental and professional contexts in which interactions may take place
- Being aware of the impact of the use of digital technology on one's physical and psychological well-being
- Understanding the issues around the commodification of personal information, the influence of digital advertising, and the perceived reliability of websites
- Reflecting on the ethical implications of laws and regulations governing digital technology, including those pertaining to copyright

### Scope and Sequence for Mission 1

	Objets d'apprentissage	Concepts abordés	Vocabulaire cible
Section 1 – <i>Health challenges</i>	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 – <i>Advertising challenges</i>	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 – <i>Privacy, safety, and legal challenges</i>	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, whistleblower
	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	
Section 4 – <i>Environmental challenges</i>	Creative commons website (2023)	Copyright, intellectual property, open access, sustainability	Environmental footprint, carbon footprint, accountability, disrupting, narrative, stalling
	Industry Leaders Say AI Poses Risk of Extinction (2023)	Artificial intelligence	
	Estimating the Carbon Footprint of BLOOM, a 176B Parameter Language Model (2023)	Machine learning, environmental footprint, carbon footprint	

Listening/Watching activities

Reading activities

## Codes

By playing the game yourself, you can make a note of the various codes and syllables obtained throughout; otherwise, they can be obtained from Sophie Marier: [Sophie.Marier@cegeplevis.ca](mailto:Sophie.Marier@cegeplevis.ca)

## Warm-up Activity

A warm-up activity, 15-minute discussion in small groups, has been developed to accompany each part of this mission (see Appendix 3).

It is also recommended that reading strategies (skimming and scanning) be taught before starting the second part of this mission. An activity for this is suggested in Appendix 3.

## Consolidation Activity

It is recommended to require students to create a portfolio of vocabulary for each mission (see Appendix 4).

If the game is played in class (lab hour), students who finish earlier than others could work on this portfolio. The portfolio could also be completed for homework.

## Glossary

A glossary for this mission can be found in Appendix 6.



## MISSION 2: INFORMATION LITERACY

(Time required for Mission 2: 50 minutes)

The content was chosen based on the issues raised in the *Information Literacy* dimension of the Digital Competency Framework.

### Objective of the dimension

Developing and mobilizing information literacy

- Selecting and using information appropriately, mindful of information overload and filter bubbles
- Recognizing situations in which further information is required, and taking appropriate action by planning and implementing an effective and meticulous research strategy
- Mobilizing all available resources, including content experts and information specialists
- Assessing traditional and digital information, including information published by friends and family and on social media, using stringent criteria and good judgment to determine the credibility and reliability of sources and content
- Assessing and making any necessary adjustments to one's research results, and organizing the resulting content for analysis
- Adopting a reflective attitude toward information and its uses, cognizant of the context in which it has been produced and acquired as well as of the purposes for which it is being employed

### Scope and Sequence for Mission 2

	<u>Objets d'apprentissage</u>	<u>Concepts abordés</u>	<u>Vocabulaire ciblé</u>
<b>Section 1 – Information selection, use and research strategy</b>	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	
<b>Section 2 – Assessment and analysis of information</b>	Using the C.R.A.P. Test to Evaluate Websites	Information assessment	

Listening/Watching activities

Reading activities

### Codes

By playing the game yourself, you can make a note of the various codes and syllables obtained throughout; otherwise, they can be obtained from Sophie Marier: [Sophie.Marier@cegeplevis.ca](mailto:Sophie.Marier@cegeplevis.ca)

### **Warm-up Activity**

A warm-up activity, 15-minute discussion in small groups, has been developed for this mission (see Appendix 3).

### **Consolidation Activity**

It is recommended to require students to create a portfolio of vocabulary for each mission (see Appendix 4).

If the game is played in class (lab hour), students who finish earlier than others could work on this portfolio. The portfolio could also be completed for homework.

### **Glossary**

A glossary for this mission can be found in Appendix 6.



## MISSION 3: ***Critical Thinking***

(Time required for Mission 3: 50 minutes)

The content was chosen based on the issues raised in the *Critical Thinking* dimension of the Digital Competency Framework.

### Objective of the dimension

Developing critical thinking with regard to the use of digital technology

- Employing critical thinking to assess digital content before using it
- Deliberately developing one's critical judgment regarding digital technology, based on rigorous analytical criteria through the use and comparison of digital resources
- Making a thoughtful and honest assessment of one's own use of digital technology
- Developing one's awareness of issues concerning the media, scientific advances, technological developments and the use of technology in order to be able to adopt a clear position, particularly with regard to the benefits and limitations of digital technology

### Scope and Sequence for Mission 3

<b>Media concerns</b>	<b>Objets d'apprentissage</b>	<b>Concepts abordés</b>	<b>Vocabulaire ciblé</b>
<b>Media concerns</b>	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	

Listening/Watching activities

Reading activities

### Codes

By playing the game yourself, you can make a note of the various codes and syllables obtained throughout; otherwise, they can be obtained from Sophie Marier: [Sophie.Marier@cegeplevis.ca](mailto:Sophie.Marier@cegeplevis.ca)

### Warm-up Activity

A warm-up activity, in the form of a Learning App, has been developed for this mission (see Appendix 3).

### Consolidation Activity

It is recommended to require students to create a portfolio of vocabulary for each mission (see Appendix 4).

If the game is played in class (lab hour), students who finish earlier than others could work on this portfolio. The portfolio could also be completed for homework.

## **Glossary**

A glossary for this mission can be found in Appendix 6.



## MISSION 4: **CONTENT PRODUCTION**

(Time required for Mission 4: 50 minutes)

The content was chosen based on the issues raised in the *Content Production* dimension of the Digital Competency Framework.

### Objective of the dimension

Producing content via digital technology

- Producing or co-producing a variety of content (digital or otherwise) using digital technologies in the context of educational, professional or everyday activities
- Selecting and using appropriate digital production tools based on one's needs
- Using different media such as text, sound or images to exploit digital data
- Consulting and using content available in one's immediate environment or online to inspire or shape products, while behaving ethically toward other content producers and respecting their legal rights

### Scope and Sequence for Mission 4

<u>Objets d'apprentissage</u>	<u>Concepts abordés</u>	<u>Vocabulaire ciblé</u>
<b>Copyrights and creative commons</b>	AI art, explained	Artificial intelligence tools to create images, sounds and texts Copyrights
	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

Listening/Watching activities

Reading activities

### Codes

By playing the game yourself, you can make a note of the various codes and syllables obtained throughout; otherwise, they can be obtained from Sophie Marier: [Sophie.Marier@cegeplevis.ca](mailto:Sophie.Marier@cegeplevis.ca)

### Warm-up Activity

A warm-up activity, in the form of a Kahoot, has been developed for this mission (see Appendix 3).

### **Consolidation Activity**

It is recommended to require students to create a portfolio of vocabulary for each mission (see Appendix 4).

If the game is played in class (lab hour), students who finish earlier than others could work on this portfolio. The portfolio could also be completed for homework.

### **Glossary**

A glossary for this mission can be found in Appendix 6.

## MISSION 5: **COMMUNICATING VIA DIGITAL TECHNOLOGY**

(Time required for Mission 5: 50 minutes)

The content was chosen based on the issues raised in the *Communication* dimension of the Digital Competency Framework.

### Objective of the dimension

Communicating via digital technology

- Communicating appropriately with others, adapting messages to a given context and taking into account the rules and conventions governing digital communication
- Selecting and using appropriate digital communication tools based on one's needs
- Mobilizing a range of digital communication strategies and tools and using them in educational, professional and everyday activities
- Recognizing and defining guidelines essential to safeguarding the confidentiality of one's own communications and the communications of others

### Scope and Sequence for Mission 5

Objectifs d'apprentissage	Concepts abordés	Vocabulaire cible
<b>Communicating Via Digital Technology Challenges</b>	What is an Algorithm?	Artificial intelligence, algorithms
	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

Listening/Watching activities

Reading activities

### Codes

By playing the game yourself, you can make a note of the various codes and syllables obtained throughout; otherwise, they can be obtained from Sophie Marier: [Sophie.Marier@cegeplevis.ca](mailto:Sophie.Marier@cegeplevis.ca)

### Warm-up Activity

A warm-up activity, 15-minute discussion in small groups, has been developed for this mission (see Appendix 3).

### **Consolidation Activity**

It is recommended to require students to create a portfolio of vocabulary for each mission (see Appendix 4).

If the game is played in class (lab hour), students who finish earlier than others could work on this portfolio. The portfolio could also be completed for homework.

### **Glossary**

A glossary for this mission can be found in Appendix 6.



### 3. INFORMATION FOR ADAPTING THE GAME

---

The content of the digital serious game *A Journey through the Digital World and English Culture* can be adapted to the technopedagogical alignment of the teacher's course. The following information may be useful for those wishing to do this.

#### Design Tools

These are the tools that were used to create the game:

Genially: a free online application. If you think you will need more complex functions, you may want to consider the paid versions, such as EDU (e.g. for integrating interactive quizzes) or MASTER (e.g. for monitoring game usage statistics).

Badge design: a free, open, online application.

#### Export formats

Pour l'exportation de ce guide pédagogique, suivez le lien OWN CLOUD<sup>3</sup>.

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<sup>4</sup>, 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.

#### Accessibility to the game and pedagogical guide

This guide is free, open, and easily accessible at any time by anyone via the hyperlink provided in the footnote (3).

The digital serious game is free, open, and easily accessible at any time by anyone via the hyperlink provided in the footnote (4).

---

<sup>3</sup> <https://entrepot.collecto.ca/index.php/s/fq70QOzUR9v5Vwj>

<sup>4</sup> <https://view.genial.ly/6504a478af58960012554128>

## Example of an adaptation (video game)

The content of this game '*A Journey through the Digital World and English Culture*' has been adapted by a video game development team supervised by Sophie Marier and is available under the name '*A Mysterious Quest into Ethical Citizenship and Digital Literacy*'. A storyline was added about a programmer, Sam Martin, who has mysteriously disappeared, and the protagonist must try to find her through the same content used for the Genially game. The game interface emulates an operating system similar to Windows.

Since we don't all have the same gaming expertise, here are some instructions and tips to help ensure that everything runs smoothly for a better experience. In order to guide students effectively, it is strongly recommended to play the game oneself in advance.

- Access to the video game: <https://www.vokage.ca/play>
- 3) Close the tab and return to this link or refresh the window at the end of each mission.
- Passwords for each 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**
- Everyone must create an account to access the game.
- To find the exercises in each mission, it is important to follow the clues provided in the storyline of the game.
- For *Mission 1*, the portfolio can be found in the photo gallery. Click on the zones highlighted in yellow to access the exercises in the *Logbook*.
- At the end of *Mission 1*, a message appears in the *chat*. Click *Continue* to proceed. A final activity covering the concepts seen in the mission must also be completed. Following this, an obligatory restart must be activated by clicking on *Shutdown*.
- In *Mission 2*, the story unfolds via *chat* and the photo gallery.
- In *Mission 3*, the *Friendhook* social media platform can be found in the *Web Browser*. Scroll down to the download notifications to proceed. This mission is less linear and allows students to explore the *Friendhook* feed. The accordion of exercises in the *Logbook* may be closed but is still there. It simply needs to be opened.
- For *Mission 4*, a *Bloc-note* is used. Click on the *Logbook* button to activate the exercises. The clues for accessing the content are in the text.
- *Mission 5* is also non-linear. It is possible to proceed from the 3 downloaded notes in any order. The accordion of exercises in the *Logbook* may be closed but is still there. It simply needs to be opened.

- For the last mission, *Mission 6*, a new application, *Commander*, is available, and is an equivalent to *Command Prompt* in Windows. The solution to proceed is found in the text that appears when the correct answers are found for the exercises. It is important to respect upper- and lower-case letters.
- A secret (known as an *Easter Egg*) can be found at the very end of the game.

## 4. APPENDICES

---

### APPENDIX 1 – DEFINITIONS, TECHNOPEDAGOGICAL ALIGNMENT, AND VOCABULARY ACQUISITION STRATEGIES

#### Definitions of certain terms and concepts

**Open Educational Resources:** “Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.” (UNESCO)

**Gamification:** [...] 1) game-specific elements, 2) which must be used in contexts outside the game in order to 3) increase engagement (motivation, participation, etc.) and improve the user experience (more pleasant, enjoyable, etc.) 4) in order to have an effect on the user’s behaviour 5) concerning task performance (in a very broad sense). (Adapted from Bonenfant, 2023, p. 77.)

**Digital serious game:** A serious game includes clearly defined training objectives (serious dimension) that manifest themselves in a realistic or artificial game environment (Sauvé, 2008) with rules and challenges. The digital serious game is thus designed specifically for learning and training. (Adapted from Plante, 2016, p. 72.)

#### Technopedagogical Alignment

To help prepare students for the game, here’s a suggested resource that will encourage teachers to reflect on all aspects (i.e. resources, activities, outputs, motivation, interaction, and feedback) of effective technopedagogical alignment, whether in an in-person, remote, or hybrid (alternating in-person and remote) learning context.

In this respect, when a teacher is considering using the digital serious game, it is important to reflect on the necessary pedagogical resources, and the *Why?* *When?* and *How?* the game will be used in the course. This careful reflection will help to prepare and motivate students, optimize the resulting interactions, and provide the best possible feedback to enhance learning. The Scope and Sequence table will facilitate this process (see Appendix 2).

Click on the image to access the interactive OER (*French*).

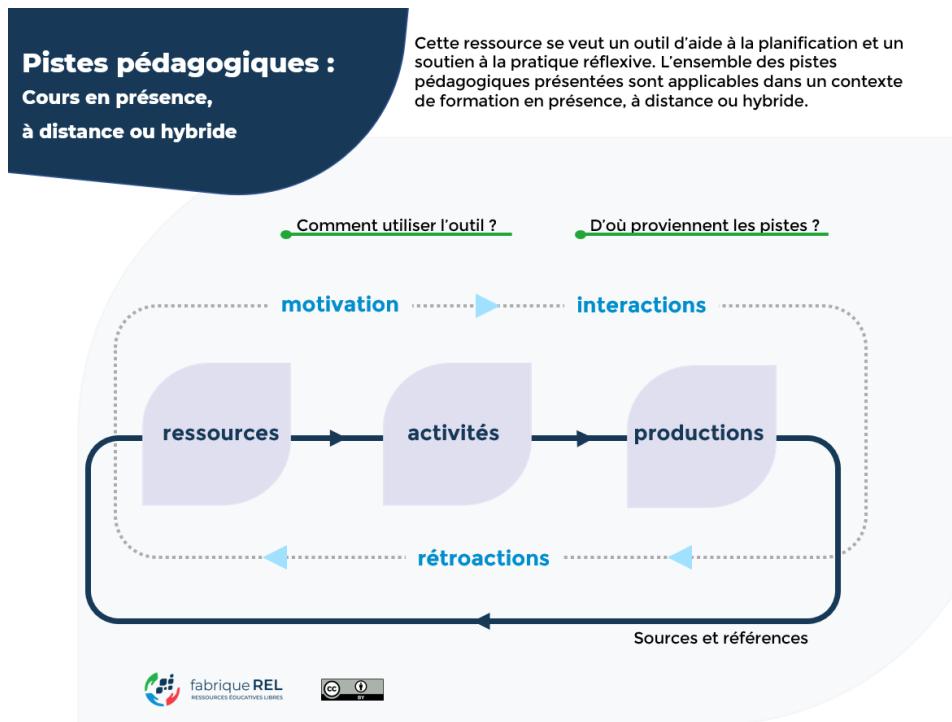


Figure 7 - Pistes pédagogiques (Gauthier, G., Dubé, M. et Marier, S., 2021)

## Vocabulary Acquisition Strategies

As documented by Laufer (1997), when there is more than one unknown word in twenty for a reader, it becomes difficult to ensure comprehension of the text. In order to reduce the number of unknown words for students, it is recommended that students create a vocabulary portfolio (Ozawa, E. 2024; Reinhardt, J. and Thorn, S.L., 2020) in which they:

- Write down the sentence in which the unknown word appears (Schmidt, 1990; Hulstijn et al., 1996)
- Look up the definition of the unknown word within the context of the sentence (Hulstijn et al., 1996)
- Create a sentence in which they immediately reuse the new word (Schmidt, 1990; Brown et Perry, 1991)
- Identify an image, symbol, or sound that helps them associate the new word with this image, symbol, or sound (Brown and Perry, 1991)
- If the word can be used in more than one context, create a sentence for each context (Cobb, 1997; Laufer, B. and Cobb, T., 2019)

## APPENDIX 2 – SCOPE AND SEQUENCE OF THE WHOLE GAME

Mission and sections	Learning resources	Listening	Reading	Concepts addressed
<b>Mission 1</b> <b>Section 1 – Health Challenges</b>	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
<b>Mission 1</b> <b>Section 2 – Advertising Challenges</b>	The Truth in User Privacy and Targeted Ads (2022)		X	Authentication technology, surveillance devices, cybersecurity, personal freedom, massive data sharing, artificial intelligence
<b>Mission 1</b>	The Circle (2017)	X		Authentication technology, surveillance devices, cybersecurity, personal freedom, massive data sharing, artificial intelligence

<b>Section 3 – Privacy, Safety, and Legal Challenges</b>	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
<b>Mission 1</b> <b>Section 4 - Environmental Challenges</b>	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
<b>Mission 2</b> <b>Section 1 – Information Selection, Use and Research Strategy</b>	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
<b>Mission 2</b> <b>Section 2 – Assessment and Analysis of Information</b>	Using the C.R.A.P. Test to Evaluate Websites	X		Information assessment

<b>Mission 3</b> <i>Media Concerns</i>	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
<b>Mission 4 –</b> <i>Copyrights and Creative Commons</i>	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
<b>Mission 5 –</b> <i>Communicating Via Digital Technology Challenges</i>	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

## APPENDIX 3 – WARM-UP ACTIVITIES

### MISSION 1 – PART 1 ([WORD VERSION](#))

#### 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<sup>5</sup>. 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<sup>6</sup>

- In teams of 4 students, take 15 minutes to discuss the questions listed below.
  
- This week, identify ONE strength in your teammates' speaking ability:

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<sup>5</sup> 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](https://www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num.pdf)

<sup>6</sup> 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!**



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## MISSION 1 – PART 2 ([WORD VERSION](#))

### 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<sup>7</sup>

- 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

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<sup>7</sup> 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!



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## MISSION 2 ([WORD VERSION](#))

### 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 <sup>8</sup>



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.<sup>9</sup>

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

<sup>9</sup> Source: [https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/ministere/Cadre-reference-competence-num-AN.pdf](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 ([WORD VERSION](#))**

Link to Learning App activity:

[How well do you know these words?](#)

## **MISSION 4 ([WORD VERSION](#))**

Link to Kahoot activity:

[Warm-up Activity: Portfolio Mission 4 - Détails - Kahoot!](#)

## MISSION 5 ([WORD VERSION](#))

### 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.<sup>10</sup>

11

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

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<sup>10</sup> Source: [https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/ministere/Cadre-reference-competence-num-AN.pdf](https://www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num-AN.pdf)

<sup>11</sup> 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.<sup>12</sup>

- 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

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<sup>12</sup> Source: [https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/ministere/Cadre-reference-competence-num-AN.pdf](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?



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## APPENDIX 4 – CONSOLIDATION ACTIVITIES

### MISSION 1 – ETHICAL CITIZENSHIP (WORD VERSION)

#### **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 ([WORD VERSION](#))

### 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					



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## MISSION 3 – CRITICAL THINKING ([WORD VERSION](#))

### 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 ([WORD VERSION](#))

### 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						



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## MISSION 5 – COMMUNICATING VIA DIGITAL TECHNOLOGY ([WORD VERSION](#))

### 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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## APPENDIX 5 – SUPPLEMENTARY ACTIVITIES (THROUGHOUT THE GAME)

**1)** Annotated readings or summary of a chapter of a book such as:

- 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)** Annotated viewing or summary of a section of film such as:

- 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)** Collaborative exercise for co-designing a quiz or presentation on the issue of their choice using Kahoot, Wooclap, Socrative or Genially.

**4)** Written analysis of the issue of their choice, such as:

- Advantages and disadvantages of chatbots
- Impacts on mental health
- Impacts on the environment
- Etc.

**5)** Use of the following toolkit to generate discussions with students about the myths and realities, or specific issues, related to artificial intelligence  
[Délibérations dirigées VF \(scénarios 1, 2, 3 ou 4\); Deliberative workshops EN \(scenarios 1, 2, 3 ou 4\)](#)

## ANNEXE 6 – GLOSSAIRE (MISSION 1: WORD VERSION)

MISSION 1					
Concepts	Definitions	Noise words Final	Sentence (s) where the word is found	Reference-Article-Website	Definitions
1-Internet addiction	<p>"The behavior which is characterized by many hours spent in non-work technology-related computer/Internet/video game activities."</p> <p>Cash H., Rae C.D., Steel A.H., and Winkler, A. (2012). Internet Addiction: A Brief Summary of Research and Practice. <i>Curr Psychiatry Rev.</i>, 8(4):292-298. doi: 10.2174/157340012803520513</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3480687/#R15">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3480687/#R15</a></p>	Curation	<p>"... 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 <b>curation</b> AI."</p>	<p>Center for Humane Technology. (2023, April 5th). <b>The A.I. Dilemma</b> - Official Trailer 1. [video]. YouTube. <a href="https://www.youtube.com/watch?v=xoVJKj8lcNQ">https://www.youtube.com/watch?v=xoVJKj8lcNQ</a></p>	<p>"the act or process of selecting and organizing (something, such as articles or images) for distribution or publication"</p> <p><a href="https://www.merriam-webster.com/dictionary/curation?src=search-dict-box">https://www.merriam-webster.com/dictionary/curation?src=search-dict-box</a></p>
2-Artificial intelligence	<p>"Systems that display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals."</p> <p>Sheikh, H., Prins, C., Schrijvers, E. (2023). Artificial Intelligence: Definition and Background. In: Mission AI, Research for Policy. Springer, Cham. pp 15-41</p> <p><a href="https://doi.org/10.1007/978-3-031-21448-6_2">https://doi.org/10.1007/978-3-031-21448-6_2</a></p>	Warfare	<p>"They've worked for the Trump campaign and for the Brexit campaign. They started using information <b>warfare</b>. Cambridge Analytica claimed to have 5,000 data points on every American voter."</p>	<p>Netflix. (2019, July 11th). <b>The Great Hack</b> - Official Trailer 1. [video]. YouTube. <a href="https://www.youtube.com/watch?v=iX8GxLP1FH0">https://www.youtube.com/watch?v=iX8GxLP1FH0</a></p>	<p>"an activity undertaken by a political unit (such as a nation) to weaken or destroy another"</p> <p><a href="https://www.merriam-webster.com/dictionary/warfare">https://www.merriam-webster.com/dictionary/warfare</a></p>
3-Polarization	<p>"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."</p>	Weaponized	<p>"This is about the integrity of our democracy. These platforms which were</p>	<p>Netflix. (2019, July 11th). <b>The Great Hack</b> - Official Trailer 1. [video]. YouTube. <a href="https://www.youtube.com/watch?v=iX8GxLP1FH0">https://www.youtube.com/watch?v=iX8GxLP1FH0</a></p>	<p>"to adapt for use as a <u>weapon</u> of war"</p> <p><a href="https://www.merriam-webster.com/dictionary/weaponized">https://www.merriam-webster.com/dictionary/weaponized</a></p>

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

			noticed, but governments are not tracking who's buying what."		
7-Conspiracy theories	<p>"The conviction that a group of actors meets in secret agreement with the purpose of attaining some malevolent goal."</p> <p>Bale J. M. (2007). Political paranoia v. political realism: On distinguishing between bogus conspiracy theories and genuine conspiratorial politics. <i>Patterns of Prejudice</i>, 41, 45–60.</p>	Hepatitis	<p>"So, we should start with the problem. In our school we have 67 cases of <b>hepatitis A</b> because of the water."</p>	<p><b>Code Girl</b> (2015, October 26th). <i>Codegirl - Official Trailer 1</i>. YouTube. <a href="https://youtu.be/cRb5iel-3Ck?si=o1hzLqZDcjkAYCMA">https://youtu.be/cRb5iel-3Ck?si=o1hzLqZDcjkAYCMA</a></p>	<p>"a disease or condition (such as hepatitis A or hepatitis B) marked by inflammation of the liver"</p> <p><a href="https://www.merriam-webster.com/dictionary/hepatitis">https://www.merriam-webster.com/dictionary/hepatitis</a></p>
8-Cyberbullying	<p>"Cyberbullying can be defined as a deliberate and repeated act of aggression mediated through digital devices."</p> <p>Iqbal, S. and Jami, H. (2022). Exploring Definition of Cyberbullying and its Forms From the Perspective of Adolescents Living in Pakistan. <i>Psychol Stud (Mysore)</i>, 67(4), 514-523. doi: 10.1007/s12646-022-00689-0</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9661466/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9661466/</a></p>	Holy	<p>"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 <b>holy</b> texts for future religions"</p>	<p>Yuval, N. H. (2023, June 1st). <b>Artificial Intelligence, Democracy &amp; the Future of Civilisation</b>. [video]. YouTube. <a href="https://youtu.be/TKopbylPo6Y?si=cPQ5CkPyYMgZnZkV">https://youtu.be/TKopbylPo6Y?si=cPQ5CkPyYMgZnZkV</a></p>	<p>"having a divine quality, venerated as or as if sacred."</p> <p><a href="https://www.merriam-webster.com/dictionary/holy">https://www.merriam-webster.com/dictionary/holy</a></p>
9-Cyber sexual violence	<p>"Cyber-sexual violence refers to a form of harmful sexually aggressive behaviors committed with the facilitation of digital technologies."</p> <p>Cripps, J. and Stermac, L. (2018). Cyber-sexual violence and negative emotional states among women in a Canadian University. <i>International Journal of Cyber Criminology</i>; Thirunelveli Vol. 12, N° 1, (Jan-Jun 2018): 171-186. DOI:10.5281/zenodo.1467891</p>	Narrative	<p><u>"I THINK IT'S A WAY OF CONTROLLING THE <b>NARRATIVE</b>. WE SHOULD BE TALKING ABOUT <b>LEGISLATION</b>, THINGS LIKE THE RISKS AND VICE- - BIASES. WAYS AI IS BEING USED THAT IS <b>NOT GOOD FOR SOCIETY"</b></u></p>	<p>Bloomberg Technology. (2023, May 30th). <b>Industry Leaders Say AI Poses 'Risk of Extinction'</b>. [video]. YouTube. <a href="https://www.youtube.com/watch?v=V4WIPZLqQq4">https://www.youtube.com/watch?v=V4WIPZLqQq4</a></p>	<p>"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"</p> <p><a href="https://www.merriam-webster.com/dictionary/narrative">https://www.merriam-webster.com/dictionary/narrative</a></p>
10-Phishing	<p>"Phishing is a scalable act of deception whereby impersonation is used to obtain information from a target."</p> <p>Lastdrager, E.E. (2014). Achieving a consensual definition of phishing based on a systematic review of the literature. <i>Crime Sci</i> 3, 9. <a href="https://doi.org/10.1186/s40163-014-0009-y">https://doi.org/10.1186/s40163-014-0009-y</a></p>				
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). <b>'AI Godfather' Yoshua Bengio: We</b>	" <b>a calculation that you make</b> "

	<p>intentionally based on falsehoods or that intentionally use misleading framing to offer a distorted narrative."</p> <p>Kavanagh, J. and Rich, M. D. (2018). <i>Truth Decay : An Initial Exploration of the Diminishing Role of Facts and Analysis in American Public Life</i>. Santa Monica, California: RAND pp1-326.</p>		<p>accumulated, and I signed the letter.</p> <p><b>D'Agostino:</b> Your <b>reckoning</b> drew a lot of attention, including the BBC article. How did you fare?</p> <p><b>Bengio:</b> The media forced me to articulate all these thoughts."</p>	<p><b>need a humanity defense organization.</b> October 17. <a href="https://thebulletin-org.cdn.ampproject.org/c/s/thebulletin.org/2023/10/ai-godfather-yoshua-bengio-we-need-a-humanity-defense-organization/amp/">https://thebulletin-org.cdn.ampproject.org/c/s/thebulletin.org/2023/10/ai-godfather-yoshua-bengio-we-need-a-humanity-defense-organization/amp/</a></p>	<p><a href="https://dictionary.cambridge.org/dictionary/english/reckoning">https://dictionary.cambridge.org/dictionary/english/reckoning</a></p> <p>or</p> <p>"a summing up"</p> <p><a href="https://www.merriam-webster.com/dictionary/reckoning">https://www.merriam-webster.com/dictionary/reckoning</a></p>
12-Deep fake	<p>"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."</p> <p>Deep fake. (n.d.). In Webster's online dictionary. <a href="https://www.merriam-webster.com/dictionary/deepfake">https://www.merriam-webster.com/dictionary/deepfake</a></p>	Stalling	<p><b>"I WOULD SAY THESE COMPANIES ARE STALLING REAL REGULATION, ARE STALLING REAL MEASURES IN AI DEPLOYMENT AND LIMITING HOW AI IS DEPLOYED IN SOCIETY."</b></p>	<p>Bloomberg Technology. (2023, May 30th). <b>Industry Leaders Say AI Poses 'Risk of Extinction'</b>. [video]. YouTube. <a href="https://www.youtube.com/watch?v=V4WIPZLqQq4">https://www.youtube.com/watch?v=V4WIPZLqQq4</a></p>	<p>"to bring to a standstill : <b>block</b>"</p> <p><a href="https://www.merriam-webster.com/dictionary/stalling">https://www.merriam-webster.com/dictionary/stalling</a></p>
13-Intellectual property	<p>"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."</p> <p>World Intellectual Property Organization. (2023, 8 novembre). What Is Intellectual Property? <a href="https://www.wipo.int/about-ip/en/">https://www.wipo.int/about-ip/en/</a></p>	Whistle-blower	<p>"Brittany Kaiser, once a key player inside Cambridge Analytica, casting herself as a <b>whistle-blower</b>. The reason why Google and Facebook are the most powerful companies in the world is because last year, data surpassed oil in value."</p>	<p>Netflix. (2019, July 11th). <b>The Great Hack</b> - Official Trailer 1. [video]. YouTube. <a href="https://www.youtube.com/watch?v=iX8GxLP1FH0">https://www.youtube.com/watch?v=iX8GxLP1FH0</a></p>	<p>"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"</p> <p><a href="https://www.merriam-webster.com/dictionary/whistle-blower">https://www.merriam-webster.com/dictionary/whistle-blower</a></p>

14-Copyright	<p>"Copyright is the exclusive, legal right to produce, reproduce, sell or license, publish or perform an original work or a substantial part of it."</p> <p>Innovation, Science and Economic Development Canada. (2016, September 7th). What is a copyright? (Canada). [video]. YouTube. <a href="https://www.youtube.com/watch?v=ljNS5p3cqIs">https://www.youtube.com/watch?v=ljNS5p3cqIs</a></p>	Doom scrolling	<p>"But that fairly simple technology was enough in the first contact with AI to break Humanity with information overload, addiction, <b>doom scrolling</b>, sexualization of kids, shortened attention spans, polarization, fake news and breakdown of democracy, and no one intended those things to happen right"</p>	<p>Center for Humane Technology. (2023, April 5th). <b>The A.I. Dilemma</b> - Official Trailer 1. [video]. YouTube. <a href="https://www.youtube.com/watch?v=xoVJKj8lcNQ">https://www.youtube.com/watch?v=xoVJKj8lcNQ</a></p>	<p>"to spend excessive time online scrolling (see <a href="#">scroll entry 2</a>) through news or other content that makes one feel sad, anxious, angry, etc."</p> <p><a href="https://www.merriam-webster.com/dictionary/doomscroll">https://www.merriam-webster.com/dictionary/doomscroll</a></p>
15-Open access	<p>"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."</p> <p><a href="https://www.unesco.org/en/open-access">https://www.unesco.org/en/open-access</a></p>				
16-Sustainability	<p>"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."</p> <p><a href="https://unevoc.unesco.org/home/Sustainable+development#:~:text=Sustainability,of%20current%20and%20future%20generations.">https://unevoc.unesco.org/home/Sustainable+development#:~:text=Sustainability,of%20current%20and%20future%20generations.</a></p>				
17-Machine learning	<p>"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."</p>				

	<a href="https://mitsloan.mit.edu/ideas-made-to-matter/machine-learning-explained">https://mitsloan.mit.edu/ideas-made-to-matter/machine-learning-explained</a>				
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."  <a href="https://dictionary.cambridge.org/dictionary/english/environmental-footprint">https://dictionary.cambridge.org/dictionary/english/environmental-footprint</a>				
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. <a href="https://www.merriam-webster.com/dictionary/illicit">https://www.merriam-webster.com/dictionary/illicit</a>				
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. <a href="https://www.merriam-webster.com/dictionary/data">https://www.merriam-webster.com/dictionary/data</a>				
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.  <a href="https://www.webopedia.com/definitions/cyber-security/">https://www.webopedia.com/definitions/cyber-security/</a>				
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. <a href="https://www.lawinsider.com/dictionary/surveillance-equipment">https://www.lawinsider.com/dictionary/surveillance-equipment</a>				

24- Authentication technology	<p>"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."</p> <p>Sood, S. and Vanitha, M. (2020). Password authentication using keystroke biometric. In R. Thandeeswaran, T. Perumal, K. Ma &amp; N. Jeyanthi, (Eds.), <i>Managing Security Services in Heterogenous Networks: Confidentiality, Integrity, Availability, Authentication, and Access Control</i> (1st ed.). CRC Press.  <a href="https://doi.org/10.1201/9781003034049">https://doi.org/10.1201/9781003034049</a></p>			
25-Social inclusion via digital technology	<p>"Social inclusion is "a multifaceted construct" (Canas &amp; 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."</p> <p>Liamputpong, P. (Ed.). (2022). <i>Handbook of social inclusion : research and practices in health and social sciences</i>. Springer.  <a href="https://doi.org/10.1007/978-3-030-89594-5">https://doi.org/10.1007/978-3-030-89594-5</a></p>			
26-Identity theft	<p>"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."</p> <p>Anderson, Keith B., Erik Durbin, and Michael A. Salinger. (2008). Identity Theft. <i>Journal of Economic Perspectives</i>, 22 (2): 171-192  DOI: 10.1257/jep.22.2.171</p>			



## (MISSION 2: WORD VERSION)

MISSION 2					
Concepts	Definitions	Noise words Final	Sentence (s) where the word is found	Reference-Article-Website	Definitions
1- Misinformation	<p>"The information which is fake or misleading and spreads unintentionally is known as misinformation."</p> <p>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.</p>	Scholarly	<p>A <b>scholarly</b> article is often a credible source but other information sources may also add <b>value</b> to your research.</p>	<p>"Library Research: A Step-By-Step Guide." <i>Library Research: A Step-By-Step Guide - Green River LibGuides</i> at Green River College, Green River College, libguides.greenriver.edu/c.php?g=179947&amp;p=1183940. Accessed 17 Feb. 2025.</p>	<p>"Of or characteristic of a scholar or academic."</p> <p><b>Scholarly.</b> (n.d.) In <i>Webster's New World College Online Dictionary</i>.</p>
		Credibility	<p>The <b>credibility</b> or trustworthiness of an information source depends on where it came from who it was made for and how you use it.</p>	<p>"Library Research: A Step-By-Step Guide." <i>Library Research: A Step-By-Step Guide - Green River LibGuides</i> at Green River College, Green River College, libguides.greenriver.edu/c.php?g=179947&amp;p=1183940. Accessed 17 Feb. 2025.</p>	<p>"The quality of being believed or trusted."</p> <p><b>Credibility.</b> (n.d.) In <i>Collins English Online Dictionary</i>.</p>
2- Disinformation	<p>"False information deliberately and often covertly spread (as by the planting of rumors) in order to influence public opinion or obscure the truth"</p> <p>Disinformation. (n.d.). In: Webster's online dictionary.</p>	Framework	<p>We adapt an Antecedents-Misinformation-Outcomes (AMIO) <b>framework</b> for integrating key concepts from prior studies.</p>	<p>Muhammed TS, Mathew SK. (2022). The disaster of misinformation: a review of research in social media. <i>Int J Data Sci Anal.</i> 2022;13(4):271–285. doi: 10.1007/s41060-022-00311-6.</p>	<p>"A system of rules, ideas, or beliefs that is used to plan or decide something."</p> <p><b>Framework.</b> (n.d.) In <i>Cambridge Advanced Learner's Online Dictionary &amp; Thesaurus</i></p>
3-Information literacy (including 'information search' and 'information assessment')	<p>"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."</p>	Database	<p>The library's <b>databases</b> store information in the form of books, videos, and articles from a variety of sources such as newspapers, magazines, and journals.</p>	<p>"Library Research: A Step-By-Step Guide." <i>Library Research: A Step-By-Step Guide - Green River LibGuides</i> at Green River College, Green River College, libguides.greenriver.edu/c.php?g=179947&amp;p=1183940. Accessed 17 Feb. 2025.</p>	<p>"A large amount of information stored in a computer system in such a way that it can be easily looked at or changed."</p> <p><b>Database.</b> (n.d.) In <i>Cambridge Advanced Learner's Online Dictionary &amp; Thesaurus</i></p>

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

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



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

### (MISSION 3: WORD VERSION)

Mission 3					
Concepts	Definitions	Noise words Final	Sentence(s) where the word is found	Reference-Article-Website	Definitions
1- Misinformation	<p>"The information which is fake or misleading and spreads unintentionally is known as misinformation."</p> <p>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.</p>	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." <i>The Conversation</i> , 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."
		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." <i>The Conversation</i> , 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."
		Trustworthy	Why is The AllSides Media Bias Chart™ the Most Trustworthy Source of Bias Ratings?	<i>All Sides Media Bias Chart. AllSides</i> , <a href="https://www.allsides.com/media-bias/media-bias-chart">https://www.allsides.com/media-bias/media-bias-chart</a> .	"Worthy of confidence: dependable."
2-Fake news	<p>"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."</p> <p>Kavanagh, J. and Rich, M. D. (2018). Truth Decay : An Initial Exploration of the Diminishing</p>	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." <i>The Conversation</i> , 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."
		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." <i>The Conversation</i> , 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 <i>Merriam-Webster.com</i>
		<b>Depict</b>	Deepfakes are videos and images that have been digitally manipulated to <b>depict</b> 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. <a href="https://www.cbsnews.com/news/what-are-deepfakes-how-to-tell-if-video-is-fake/">https://www.cbsnews.com/news/what-are-deepfakes-how-to-tell-if-video-is-fake/</a>	"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."
		<b>Dissemination</b>	However, these efforts are insufficient to contain, let alone stop, the proliferation of deepfake <b>dissemination</b> .	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." <i>The Conversation</i> , 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."
		<b>Mislead</b>	Everyone is biased, but hidden bias <b>misleads</b> and divides us.	<i>All Sides Media Bias Chart. AllSides</i> , <a href="https://www.allsides.com/media-bias/media-bias-chart">https://www.allsides.com/media-bias/media-bias-chart</a> .	"To lead in a wrong direction or into a mistaken action or belief often by deliberate deceit."
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. <a href="https://www.merriam-webster.com/dictionary/deepfake">https://www.merriam-webster.com/dictionary/deepfake</a>	<b>Swift</b>	Legal systems and governments are struggling to keep pace with this <b>swift</b> advancement of digital deception.	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." <i>The Conversation</i> , 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 <i>Merriam-Webster.com</i>
		<b>Hazard</b>		Patterson, D. (2019, June 13). From deepfake to "Cheap fake," it's getting	

			Why's our monitor labelling this an incident or <b>hazard</b> ?	harder to tell what's true on your favorite apps and websites. CBS News. <a href="https://www.cbsnews.com/news/what-are-deepfakes-how-to-tell-if-video-is-fake/">https://www.cbsnews.com/news/what-are-deepfakes-how-to-tell-if-video-is-fake/</a>	"Something that is dangerous and likely to cause damage."
		Threat	How to Empower Youth to Fight the <b>Threat</b> of Misinformation and Disinformation	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." <i>The Conversation</i> , 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."
		Policy	Meta's <b>policy</b> 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." <i>The Conversation</i> , 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."
4-Digital literacy	Includes all concepts presented in this document, including: fact, left wing, centrism, right wing, bias, opinion	<b>Impersonated</b>	The popular YouTuber MrBeast was <b>impersonated</b> 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." <i>The Conversation</i> , 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."
		<b>Mitigating</b>	Critically, they also developed a sense of responsibility in preventing and <b>mitigating</b> deepfakes'	Naffi, Nadia. "Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation." <i>The Conversation</i> , 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 <i>Cambridge Advanced Learner's Online Dictionary &amp; Thesaurus</i>
		Nefarious	A deepfake of Greta Thunberg advocating for “vegan grenades” highlights the <b>nefarious</b> use of this technology.	Naffi, Nadia. “Deepfakes: How to Empower Youth to Fight the Threat of Misinformation and Disinformation.” <i>The Conversation</i> , 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 <i>Cambridge Advanced Learner's Online Dictionary &amp; Thesaurus</i>
		Scam	The popular YouTuber MrBeast was impersonated in a deepfake <b>scam</b> 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.” <i>The Conversation</i> , 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 <i>Cambridge Advanced Learner's Online Dictionary &amp; Thesaurus</i>



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

(mission 4: word version)

## MISSION 4

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

2- Intellectual property	<p>“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.”</p> <p>World Intellectual Property Organization. (2023, 8 novembre). What Is Intellectual Property? <a href="https://www.wipo.int/about-ip/en/">https://www.wipo.int/about-ip/en/</a></p>	Dataset	<p>“It was created by Mario Klingemann, who <u>explained</u> to me that that type of AI art required him to collect a specific <b>dataset</b> of <u>images</u> and train his own model to mimic that data.</p>	<p><b>AI art, explained, Vox</b></p> <p>Source: <a href="https://www.youtube.com/watch?v=SVcsDDABEkM">https://www.youtube.com/watch?v=SVcsDDABEkM</a></p>	<p>a collection of data taken from a single source or intended for a single project</p> <p><a href="https://www.merriam-webster.com/dictionary/dataset">https://www.merriam-webster.com/dictionary/dataset</a></p>
3- Copyright	<p>“Copyright is the exclusive, legal right to produce, reproduce, sell or license, publish or perform an original work or a substantial part of it.”</p> <p>Innovation, Science and Economic Development Canada. (2016, September 7th). What is a copyright?</p>	Glitches	<p>- You can see lots of that smoothness in the videos OpenAI generated from the</p>	<p><b>OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions   WSJ</b></p> <p>Source: <a href="https://www.youtube.com/watch?v=mAUpxN-ElgU">https://www.youtube.com/watch?v=mAUpxN-ElgU</a></p>	<p>a usually minor malfunction</p> <p><a href="https://www.merriam-webster.com/dictionary/glitches">https://www.merriam-webster.com/dictionary/glitches</a></p>

	(Canada). [video]. YouTube. <a href="https://www.youtube.com/watch?v=ljNS5p3cqls">https://www.youtube.com/watch?v=ljNS5p3cqls</a>		prompts I provided. But you can also see flaws and <b>glitches</b> .		
4- <u>Algorithm</u>	<p>"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."</p> <p><a href="https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-la">https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-la</a> (page 4)</p>	<b>Steerability</b>	<p>So that's to be expected this early on. And eventually, there's <u>gonna</u> be more <b>steerability</b> and control and more accuracy in reflecting the intent of what you want.</p>	<p><b>OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions   WSJ</b></p> <p>Source: <a href="https://www.youtube.com/watch?v=mAUpxN-ElgU">https://www.youtube.com/watch?v=mAUpxN-ElgU</a></p>	<p>the quality or state of being <u>steerable</u> : to control the course of : <b>DIRECT</b></p> <p><a href="https://www.merriam-webster.com/dictionary/steerable">https://www.merriam-webster.com/dictionary/steerable</a></p>

		<p>Watermarking</p> <p>How are we going to tell the difference between what is <u>real</u> video and what is AI video?  - We're doing research and <b>watermarking</b> the videos, but really figuring out content provenance and how do you trust what is <u>real</u> content versus something that</p>	<p><b>OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions   WSJ</b></p> <p>Source:  <a href="https://www.youtube.com/watch?v=mAUpxN-ElgU">https://www.youtube.com/watch?v=mAUpxN-ElgU</a></p>	<p>Also <u>dig-it-al</u> <b>wa-ter-mark</b> []. 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.</p> <p><a href="https://www.dictionary.com/browse/watermark">https://www.dictionary.com/browse/watermark</a></p>
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			happened in reality versus content created for misinformation.		
5-Deep learning	<p>“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.”</p> <p><a href="https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia">https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia</a> (page 12)</p>	Bullish ➡ bull	<p>- It looks like the <b>bull</b> in a China shop. Yeah, metaphorically, you'd imagine everything breaking in the scene, right?</p>	<p><b>OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions   WSJ</b></p> <p>Source: <a href="https://www.youtube.com/watch?v=mAUpxN-ElgU">https://www.youtube.com/watch?v=mAUpxN-ElgU</a></p>	<p>a male bovine</p> <p><a href="https://www.merriam-webster.com/dictionary/bull">https://www.merriam-webster.com/dictionary/bull</a></p>
		Yank	A female video producer on a sidewalk in New York City	<p><b>OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions   WSJ</b></p>	<p>to pull on something with a quick vigorous movement</p> <p><a href="https://www.merriam-webster.com/dictionary/yank">https://www.merriam-webster.com/dictionary/yank</a></p>

			holding a high-end cinema camera. Suddenly, a robot <b>yanks</b> the camera out of her hand.	Source: <a href="https://www.youtube.com/watch?v=mAUpxN-ElgU">https://www.youtube.com/watch?v=mAUpxN-ElgU</a>	
6- Generative artificial intelligence	<p>“Generative AI is a recent form of AI that <u>has the ability to</u> 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.).”</p> <p><a href="https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia">https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia</a> (page 21)</p>	Feasibilité			
		Guardrails	But there are still big concerns about Silicon Valley's race to create AI tools and its ambition for power and money	<p><b>OpenAI's Sora Made Me Crazy AI Videos—Then the CTO Answered (Most of) My Questions   WSJ</b></p> <p>Source: <a href="https://www.youtube.com/watch?v=mAUpxN-ElgU">https://www.youtube.com/watch?v=mAUpxN-ElgU</a></p>	<p>a protective or safety device</p> <p><a href="https://www.merriam-webster.com/dictionary/guard">https://www.merriam-webster.com/dictionary/guard</a></p>

			<p>versus our safety.</p> <p>- It's not really a difficult demand or a difficult balance between profit and safety</p> <p>guardrails</p> <p>.</p>		
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## (MISSION 5: WORD VERSION)

## Mission 5

Concepts	Definitions	Noise words Final	Sentence(s) where the word is found	Reference-Article-Web site	Definitions
1-Virtual communication (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."  <a href="https://ocastaengage.com/internal-comms-explained/what-is-virtual-communication">https://ocastaengage.com/internal-comms-explained/what-is-virtual-communication</a>	Encryption	Stock trading, <b>encryption</b> , traffic applications of algorithms modeling, and social media are just some of the applications that use or require complex algorithms.	<b>Explainer: What Is an Algorithm?</b> <a href="https://www.youtube.com/watch?v=kAGpgiXExS0&amp;t=1s">https://www.youtube.com/watch?v=kAGpgiXExS0&amp;t=1s</a>	a code or cipher produced by encrypting something  <a href="https://www.merriam-webster.com/dictionary/encryption">https://www.merriam-webster.com/dictionary/encryption</a>
		Privacy	In this Article, Professor Daniel Solove deconstructs and critiques the privacy paradox and the arguments made about it. The " <b>privacy paradox</b> " 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.	<b>The Myth of the Privacy Paradox</b> <a href="https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&amp;context=faculty_publications">https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&amp;context=faculty_publications</a>	freedom from unauthorized intrusion  <a href="https://www.merriam-webster.com/dictionary/privacy">https://www.merriam-webster.com/dictionary/privacy</a>
		Subset	What is Deep Learning? learning deep learning is a <b>subset</b> of machine learning, which in turn is a subset of artificial intelligence. Artificial intelligence is a technique that enables a machine to mimic human	<b>Deep Learning</b> <a href="https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s">https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s</a>	a form of <b>machine learning</b> 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 <u>iterative</u> calculations on an extremely large <u>dataset</u>  <a href="https://www.merriam-webster.com/dictionary/deep%20learning">https://www.merriam-webster.com/dictionary/deep%20learning</a>
2- Algorithm	<p>"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."</p> <p><a href="https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia">https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia</a> (page 4)</p>	<p><b>Biometric</b></p> <p><b>Bot</b></p> <p><b>Cores</b></p>	<p>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 <b>bot</b> on the other side in medical care.</p>	<p><b>Deep Learning</b></p> <p><a href="https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s">https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s</a></p>	<p>a computer program that performs automatic repetitive tasks</p> <p>From "robot"</p> <p><a href="https://www.merriam-webster.com/dictionary/robot">https://www.merriam-webster.com/dictionary/robot</a></p>
			and that brings us to our second limitation computational power training in neural network requires graphical processing units which have thousands of <b>cores</b> as compared to cpus and gpus are of course more expensive.	<p><b>Deep Learning   What is Deep Learning?   Deep Learning Tutorial For Beginners   2023   Simplilearn</b></p> <p><a href="https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s">https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s</a></p>	<p>a computer memory consisting of an array of cores strung on fine wires</p> <p>broadly: the internal memory of a computer</p> <p><a href="https://www.merriam-webster.com/dictionary/cores">https://www.merriam-webster.com/dictionary/cores</a></p>

					webster.com/dictionary/core
3-Deep learning	<p>"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."</p> <p><a href="https://www.obvia.ca/resources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia">https://www.obvia.ca/resources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia</a> (page 12)</p>	<p>Tensorflow</p> <p>Pytorch</p>	<p>to an activation function leave your answers in the comments section below</p> <p>three of you stand a chance to win amazon vouchers so hurry some of the popular deep learning frameworks include</p> <p>tensorflow pytorch keras deep learning 4j cafe and microsoft cognitive toolkit</p>	<p>Advertisement!</p> <p><b>Deep Learning   What is Deep Learning?   Deep Learning Tutorial For Beginners   2023   Simplilearn</b></p> <p><a href="https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s">https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s</a></p>	<p>A keeper?</p>
			<p>to an activation function leave your answers in the comments section below</p> <p>three of you stand a chance to win amazon vouchers so hurry some of the popular deep learning frameworks include</p> <p>tensorflow pytorch keras deep learning 4j cafe and microsoft cognitive toolkit</p>	<p>Advertisement!</p> <p><b>Deep Learning   What is Deep Learning?   Deep Learning Tutorial For Beginners   2023   Simplilearn</b></p> <p><a href="https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s">https://www.youtube.com/watch?v=6M5VXKLf4D4&amp;t=24s</a></p>	<p>A keeper?</p>

4-Black box	<p>"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."</p> <p><a href="https://www.obvia.ca/ressources/comprendre-">https://www.obvia.ca/ressources/comprendre-</a></p>	<p><b>Horus</b></p> <p>in fact <b>horus Technology</b> 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</p>	<p><b>Deep Learning   What is Deep Learning?   Deep Learning Tutorial For Beginners   2023   Simplilearn</b></p> <p><a href="https://www.youtube.com/watch?v=6MVXKlf4D4&amp;t=24s">https://www.youtube.com/watch?v=6MVXKlf4D4&amp;t=24s</a></p>	<p>A company! A keeper? The falcon-headed Egyptian god of light and the son of Osiris and Isis <a href="https://www.merriam-webster.com/dictionary/Horus">https://www.merriam-webster.com/dictionary/Horus</a></p>	
	<p><b>Relinquish</b></p> <p>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.</p>		<p><b>The Myth of the Privacy Paradox</b></p>	<p>to withdraw or retreat from : leave behind</p>	
	<p><b>Scales</b></p> <p>is a vast, complex, and never-ending project that does not <b>scale</b>. Privacy regulation often seeks to give people more privacy self-management, but doing so will not protect privacy effectively.</p>		<p><b>The Myth of the Privacy Paradox</b></p> <p><a href="https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&amp;context=faculty_publications">https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&amp;context=faculty_publications</a></p>	<p>to measure or estimate the sound content of</p> <p><a href="https://www.merriam-webster.com/dictionary/scale">https://www.merriam-webster.com/dictionary/scale</a></p>	

	les-enjeux-ethiques-et-juridiques-de-lia (page 7)				
5- Confabulation	<p>"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</p>	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 <b>heuristics</b> , manipulation and skewing, and other factors.	<b>The Myth of the Privacy Paradox</b> <a href="https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&amp;context=faculty_publications">https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&amp;context=faculty_publications</a>	involving or serving as an aid to learning, discovery, or problem-solving by experimental and especially <b>trial-and-error</b> methods  <a href="https://www.merriam-webster.com/dictionary/heuristic">https://www.merriam-webster.com/dictionary/heuristic</a>
		Authentication	when available use multi-factor <b>authentication</b> to access your online accounts this means using more than just a username and password like a special access code sent to your smartphone.	<b>The Myth of the Privacy Paradox</b> <a href="https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&amp;context=faculty_publications">https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=2738&amp;context=faculty_publications</a>	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 <b>authenticating</b> something  <a href="https://www.merriam-webster.com/dictionary/authentication">https://www.merriam-webster.com/dictionary/authentication</a>

	<p>collateral effect is the spread of false information and thus misinformation."</p> <p><a href="https://www.obvia.ca/re_ssources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia">https://www.obvia.ca/re_ssources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia</a> (page 8)</p>			webster.com/dictiona ry/authentication
6- Consent	<p>"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</p>			

	<p>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."</p> <p><a href="https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia">https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia</a> (page 9)</p>			
7-Digital divide	<p>"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</p>			

	<p>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."</p> <p><a href="https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia">https://www.obvia.ca/ressources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia</a> (page 16)</p>			
8- Generati ve artificial intellige nce	"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			

	<p>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.)."</p> <p><a href="https://www.obvia.ca/re_ssources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia">https://www.obvia.ca/re_ssources/comprendre-les-enjeux-ethiques-et-juridiques-de-lia</a> (page 21)</p>			
9- Prompt	<p>"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."</p> <p><a href="https://www.obvia.ca/re_ssources/comprendre-">https://www.obvia.ca/re_ssources/comprendre-</a></p>			

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