

# Implementation Guide for Technology-Facilitated Sexualized Violence

# Implementation Guide for Technology-Facilitated Sexualized Violence

*An Introductory Course for B.C. Post-Secondary Institutions*

*Intersectional Sexualized Violence – Technology-Facilitated  
Sexualized Violence Development Team*



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# Accessibility Statement

BCcampus Open Education believes that education must be available to everyone. This means supporting the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of the resources we produce.

## Accessibility of This Resource

The web version of this resource [Implementation Guide for Technology-Facilitated Sexualized Violence](#) has been designed to meet [Web Content Accessibility Guidelines 2.0](#), level AA. In addition, it follows all guidelines in [Appendix A: Checklist for Accessibility](#) of the [Accessibility Toolkit – 2nd Edition](#). It includes:

- **Easy navigation.** This resource has a linked table of contents and uses headings in each chapter to make navigation easy.
- **Accessible videos.** All videos in this resource have captions.
- **Accessible images.** All images in this resource that convey information have alternative text. Images that are decorative have empty alternative text.
- **Accessible links.** All links use descriptive link text.

## Accessibility Checklist

Element	Requirements	Pass?
<b>Headings</b>	Content is organized under headings and subheadings that are used sequentially.	Yes
<b>Images</b>	Images that convey information include alternative text descriptions. These descriptions are provided in the alt text field, in the surrounding text, or linked to as a long description.	Yes
<b>Images</b>	Images and text do not rely on colour to convey information.	Yes
<b>Images</b>	Images that are purely decorative or are already described in the surrounding text contain empty alternative text descriptions. (Descriptive text is unnecessary if the image doesn't convey contextual content information.)	Yes
<b>Tables</b>	Tables include row and/or column headers that have the correct scope assigned.	Yes
<b>Tables</b>	Tables include a title or caption.	Yes
<b>Tables</b>	Tables do not have merged or split cells.	Yes
<b>Tables</b>	Tables have adequate cell padding.	Yes
<b>Links</b>	The link text describes the destination of the link.	Yes
<b>Links</b>	Links do not open new windows or tabs. If they do, a textual reference is included in the link text.	Yes
<b>Links</b>	Links to files include the file type in the link text.	Yes
<b>Font</b>	Font size is 12 point or higher for body text.	Yes
<b>Font</b>	Font size is 9 point for footnotes or endnotes.	Yes
<b>Font</b>	Font size can be zoomed to 200% in the webbook or eBook formats.	Yes

## Known Accessibility Issues and Areas for Improvement

There are currently no known accessibility issues.

## Let Us Know if You are Having Problems Accessing This Book

We are always looking for ways to make our resources more accessible. If you have problems accessing this resource, please contact us to let us know so we can fix the issue.

Please include the following information:

- The name of the resource
- The location of the problem by providing a web address or page description.
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue (e.g., Windows 10, Google Chrome (Version 65.0.3325.181),

NVDA screen reader)

You can contact us one of the following ways:

- Web form: [BCcampus Open Ed Help](#)
- Web form: [Report an Error](#)

This statement was last updated on May 22, 2024.

The Accessibility Checklist table was adapted from one originally created by the [Rebus Community](#) and shared under a [CC BY 4.0 licence](#).

# Acknowledgements

The authors and contributors who worked on the Intersectional Sexualized Violence project are grateful to live, work, and be in relation with people from across many traditional and unceded territories, covering all regions of British Columbia. We are honoured to live on this land and are committed to reconciliation, decolonization, and building relationships in our communities and schools.

*Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* was a collaboration between the public post-secondary institutions of British Columbia, BCcampus, the Ministry of Post-Secondary Education and Future Skills, and Women and Gender Equity (WAGE) as part of the Intersectional Sexualized Violence Project.

We would like to thank the [Intersectional Sexualized Violence Advisory Group](#) and the [Technology-Facilitated Sexualized Violence Working Group](#) for their leadership, dedication, and passion for this project.

We would also like to thank all members of the [Technology-Facilitated Sexualized Violence Development Team](#), who worked hard to create content for and enhance this course to ensure that these resources reflect the guiding principles of the Intersectional Sexualized Violence Project.

And special thanks to North Island College and Royal Roads University for participating in the piloting of this course.

# INTRODUCTION

Technology-facilitated sexualized violence (TFSV) is a quickly evolving type of sexualized violence that has very real impacts on people's lives. As a result of strong student and community-based advocacy, public post-secondary institutions have recognized it as a concern and are taking steps to respond in helpful ways. The development and implementation of this course is one of those steps.

This course builds on BCcampus's *Safer Campuses for Everyone* training, which covers general information about sexualized violence, consent, active bystander intervention, and supporting survivors. We encourage institutions that are implementing *Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* to simultaneously implement *Safer Campuses for Everyone* or have similar education available.

*Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* is a brand-new resource that was created to fill a gap in education focused on TFSV. We encourage users to modify it as needed and as the landscape of TFSV information continues to develop.

The course provides information and suggestions for using the self-paced, online course at your post-secondary institution. The introduction offers an overview of the course. [Adapting the Course for Your Institution](#) offers different ways the course content can be adapted. [Editing and Sharing the Course](#) then provides step-by-step instructions on how to incorporate the course into a learning management system (LMS), including Moodle, Desire2Learn, Blackboard, and Canvas.

# Background: BCcampus Intersectional Sexualized Violence Project

*Implementation Guide for Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* was developed as part of the BCcampus Intersectional Sexualized Violence Project and funded by Women and Gender Equality (WAGE) in partnership with the Ministry of Post-Secondary Education and Future Skills. BCcampus worked closely with many staff, faculty, administrators, students, and subject matter experts across the B.C. post-secondary system to develop open education resources addressing intersectional sexualized violence at post-secondary institutions.

## Intersectional Sexualized Violence Resources

Resource	Description
<a href="#"><u>Technology Facilitated Sexualized Violence: An Introductory Training for B.C. Post-Secondary Institutions</u></a>	A 45–60-minute, self-paced online course exploring technology-facilitated sexualized violence (TFSV) and its impacts, how to address it as a bystander, and how to support survivors of TFSV.
<a href="#"><u>Power Dynamics and Boundaries: A Sexualized Violence Prevention Workshop for Graduate Students</u></a>	A facilitator guide and PowerPoint slides to help B.C. post-secondary institutions offer training on power dynamics and sexualized violence in the graduate student context.
<a href="#"><u>The Medicine of the Berry Patch: A Guide for B.C. Post-Secondary Institutions to Support Indigenous Students</u></a>	A call to action and self-paced online resource with videos, readings, and reflection questions for B.C. post-secondary institutions wanting to build support for First Nations, Métis, and Inuit students and survivors of sexualized violence.
<a href="#"><u>Communication, Healthy Relationships, and Consent: A Resource for B.C. Post-Secondary Institutions</u></a>	An interactive, self-paced online resource, developed in H5P, providing foundational training in healthy communication and relationships, setting boundaries, and establishing consent.

BCcampus has developed five other resources on sexualized violence:

- [Consent and Sexual Violence: Training and Facilitation Guide](#) explores different understandings of consent, how to ask for and give consent, and how to create a “culture of consent” in campus communities.
- [Supporting Survivors: Training and Facilitation Guide](#) explores how to respond supportively and effectively to disclosures of sexual violence. The guide uses a Listen, Believe, Support model.
- [Accountability and Repairing Relationships: Training and Facilitation Guide](#) focuses on

individuals who have been informed that they have caused harm in the context of sexual violence. The training includes reflection activities to help people be accountable and build better relationships.

- [Active Bystander Intervention: Training and Facilitation Guide](#) helps learners acquire the knowledge and skills needed to recognize and intervene in an incident of sexual violence as well as discuss strategies for creating a safer campus community.
- [Safer Campuses for Everyone](#) is a 75-minute online, self-paced, non-facilitated training on sexualized violence that can be adapted and shared through different learning management systems.

## Nine Key Principles

The Intersectional Sexualized Violence Advisory Group identified nine key principles that are essential to sexualized violence prevention, intervention, and responses in post-secondary institutions

- Accessibility
- Cultural safety
- Decolonial approach
- Experience-informed
- Gender inclusivity
- Intersectionality
- Survivor-centred
- Violence-informed and trauma-informed practice
- Healing-centred and transformative justice approaches

*Communication, Healthy Relationships, and Consent* was developed using these principles. Any changes that are made to the resource should align with them.

## Open Education Resources

The BCcampus Intersectional Sexualized Violence resources are open education resources (OERs): either they have an open-copyright licence (such as one from Creative Commons) or they are part of the public domain and have no copyright. Depending on the licence used, OERs can be freely accessed, used, re-mixed, improved, and shared. For example, institutions may want to:

- Provide information and contacts for specific services available on campus and in the community
- Use images from the institution's campuses and local community

- Use the institution's logo
- Support Indigenization by incorporating additional Indigenous content and approaches
- Translate resources into different languages

Ideas and suggestions for adapting and reusing the course material are provided later in this guide.

# About the Course

*Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* is a 45-minute online, self-paced, and non-facilitated course. It provides foundational information about technology-facilitated sexualized violence (TFSV) to help students, staff, and faculty recognize what it is, why it persists, and how to support those who may experience it. Through this course, learners will:

- Familiarize themselves with the definition of TFSV and common behaviours that fall under its umbrella
- Unlearn common myths about TFSV
- Consider the insidious roles intersectionality and rape culture play in TFSV
- Explore TFSV scenarios and the impacts of TFSV on survivors, and how power dynamics, myths, and rape culture influence interactions
- Discover ways to respond supportively when they experience, witness, or hear a disclosure of TFSV

The course was developed with guidance from an advisory group of students, staff, and faculty from B.C. post-secondary institutions, as well as representatives from the Government of British Columbia.

## Course Structure and Topics

*Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* includes an introduction, four modules, a course summary, and downloadable PDF resources. The modules include interactive activities, summaries, and reflection questions. The Resources section at the end of the course contains handouts for learners to download.

The course can be completed in one or more sessions.

**Note:** The course does not include any graded assessments, such as a final quiz. Institutions wanting to add formal assessments can create them in Articulate Rise and incorporate them into the course.

Below is an overview of the course structure and topics.

<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Land Acknowledgement</li> <li>• Taking Care of Yourself</li> <li>• Choice of Language</li> <li>• About This Course</li> </ul>
<b>Module 1: Technology-Facilitated Sexualized Violence – The Basics</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Defining Sexualized Violence</li> <li>• Defining Technology-Facilitated Violence</li> <li>• Debunking TFSV Myths</li> <li>• Summary and Reflection</li> </ul>
<b>Module 2: Driving Forces Behind Technology-Facilitated Sexualized Violence</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Intersectionality</li> <li>• More Things to Keep in Mind about Intersectionality</li> <li>• Rape Culture</li> <li>• The Sexualized Violence Pyramid</li> <li>• Summary and Reflection</li> </ul>
<b>Module 3: Responses to Technology-Facilitated Sexualized Violence</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• If You Experience TFSV</li> <li>• If You Witness TFSV</li> <li>• If Someone Discloses TFSV to You</li> <li>• Listen, Believe, Support</li> <li>• Summary and Reflection</li> </ul>
<b>Module 4: Technology-Facilitated Sexualized Violence Scenarios</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Scenario 1: Parvati and Rian’s Breakup</li> <li>• Scenario 2: Haru on the Bus</li> <li>• Scenario 3: Ava and Mason Sexting</li> <li>• Scenario 4: Sophia and Stephen in Grad School</li> <li>• Scenario 5: AJ and Jayden Chatting Online</li> <li>• Scenario 6: Memes of Bailey</li> <li>• Summary and Reflection</li> </ul>
<b>Closing Notes</b>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Technology-Facilitated Sexualized Violence</li> <li>• 24-Hour Services and Support</li> <li>• Wellness and Self-Care</li> </ul>
<b>Acknowledgements and Attributions</b>	<ul style="list-style-type: none"> <li>• Acknowledgements</li> <li>• Attributions</li> </ul>

## Course Accessibility

*Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* has been designed to be accessible to all learners:

- The course has been optimized for people who use screen-reader technology.
- All content can be navigated using a keyboard.
- Images have alt-text provided.
- Videos have captions and a transcript is provided.
- Information is not conveyed by colour alone.

There is a detailed accessibility statement at the beginning of this guide.

If you are making changes to the course, please review [Accessibility Considerations](#) to ensure that the course is still accessible to all learners.

## Attributions

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The Creative Commons licence permits you to retain, reuse, copy, redistribute, and revise the course – in whole or in part – for free, providing the creators are attributed. These attributions can be found in the Acknowledgements and Attributions section of the course. If you add to the content, you will need to update these attributions. If you use components of the course, please check the attribution carefully to ensure you credit the correct creator.

# ADAPTING THE COURSE FOR YOUR INSTITUTION

# Options for Course Adaptation

*Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* is ready to use at your institution by uploading it to either a learning management system (LMS) or a website. See [Editing and Sharing the Course](#) for information on how to install it.

However, you also have the option to edit and adapt the course to suit the needs of your institution. [Editing and Sharing the Course](#) also includes suggestions for adapting and customizing the course.

If you are adding new interactive elements, please review the [Accessibility Considerations](#). If you're including new graphics or images, ensure that they have alt-text available for anyone using a screen reader.

Once you have finished changing or adding course content, review the course objectives, reflection questions, and any quizzes or final assessments to ensure that all of the material works together. You may also need to adjust the time required to complete the course.

## *Different Ways to Obtain, Edit, and Use the Course*

You can access and use this course in a few different ways. [Editing and Sharing the Course](#) takes you through the different options.

- If your institution would like to use the course as created, with no modifications or changes, you will download SCORM files that can be uploaded to your LMS from the [Intersectional Sexualized Violence](#) project page.
- If your institution would like to make changes to the course, the institution must have a subscription to [Articulate Rise](#) (also called Articulate 360). It is a web application and does not require any software downloads. It runs on any device through a browser. To access Articulate Rise, you will need to purchase a licence to Articulate 360, which includes the Articulate Rise subscription. [Academic pricing](#) is available for post-secondary institutions. Detailed information about accessing, editing, and using the course in Articulate Rise can be found in [Editing and Sharing](#)

[the Course](#).

- If your institution wants to build your own course based on the texts, images, graphics, or videos found in *Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions*, visit the [Intersectional Sexualized Violence](#) project page to access and download these materials.

## Introduction

Land acknowledgements are designed as a first step to reconciliation and an important way to begin the course so learners can think about next steps for reconciliation. If your institution has an approved territory acknowledgement, you are welcome to use it in the course.

The Land Acknowledgement section was slightly adapted from Jewell Gillies' words in the *Safer Campuses for Everyone* training. It reiterates core concepts and invites learners to consider their relationship with Indigenous people and lands across B.C. The land acknowledgement is one step in introducing Indigenous ways of knowing and being, particularly in relation to sexualized violence.

## Module 1: Technology-Facilitated Sexualized Violence – The Basics

In this module, students learn about definitions and specific behaviours associated with TFSV to ensure a baseline understanding of TFSV. It also goes on to explore and correct common myths about TFSV.

Your institution may use other definitions connected with sexualized violence, TFSV, and the behaviours that fall under its umbrella, and this module can be edited to include these definitions.

The definitions, behaviours, and myths associated with TFSV are evolving quickly, and the module will need to be updated regularly to remain relevant.

## Module 2: Driving Forces Behind Technology-Facilitated Sexualized Violence

This module addresses intersectionality and rape culture. If your institution has existing ways of framing, understanding, or applying these topics, the module can be edited to align with them. The module can also be edited to include additional examples of how these concepts apply in a TFSV context.

As in Module 1, the concepts covered in Module 2 are evolving and shifting rapidly, especially in relation to technology, and the content may need to be updated over time.

## Module 3: Responses to Technology-Facilitated Sexualized Violence

The resources provided in this module are not specific to an institution. There are links that help learners find resources at their post-secondary institution, but there are opportunities throughout to include institution-specific resources where they exist. We also encourage institutions to include support for those who perpetrate harm as well, if supports are available at the institution or in the community.

Limited information or research is available on being an active bystander in a TFSV context specifically. Module 3 can be edited to align with an institution's understanding of or existing education on active bystander intervention.

## Module 4: Technology-Facilitated Sexualized Violence Scenarios

The practice scenarios in this module, which were reviewed and shaped by many people, are intended to help learners consider and put into practice what they have learned. The six scenarios feature students from diverse backgrounds facing different experiences of TFSV.

The scenarios can be edited, new scenarios can be created to better suit the context of an institution, and images can be changed. Any of the questions in the scenarios can also be edited, replaced, or removed.

**Note:** If you are creating new scenarios, you may want to review a handout on this topic created for [Power Dynamics and Boundaries: A Sexualized Violence Prevention Workshop for Graduate Students](#).

## Resources

Additional resources (handouts or other documents) can be added to the list of resources provided in this module. If you remove any of the handouts, you will need to review the course carefully, since there are references to handouts throughout the modules.

## Adding Quizzes or Final Assessments

The course does not include quizzes or a final assessment. If your institution would like learners to complete quizzes for the purpose of tracking progress or completion, these can be added and the settings in Articulate Rise can be adjusted to make them mandatory or not. As well, a final assessment for the course can be developed in Articulate Rise. See [Editing the Course in Articulate Rise](#) for information on how to add or change a quiz.

## Changing Colours and Adding Logos

The colour palette used in the course can be changed to align more closely with an institution's graphic style. See [Edits to the Course in Articulate Rise](#) for more detailed instructions. An institution's logo or photos or images from the institution or the local community can also be added. All images will need to be openly licensed and contain alt-text descriptions.

## Reusing Course Components

Under the [Creative Commons Attribution 4.0 International Licence](#), institutions are free to use the course texts, images, videos, graphics, and handouts in other ways, including building a new course or adding this one into an existing course.

# EDITING AND SHARING THE COURSE

This section of the guide provides information on how to edit the course in Articulate Rise if you want to make adaptations or customize the course for your post-secondary institution. It also shows how to share the course through a learning management system (LMS), including Moodle, Blackboard, Canvas, and D2L Brightspace.

Keep in mind that LMSs change over time; the instructions provided below were accurate at the time of publication, but you should consult with your institution's technical support team if you have problems integrating the course.

## Text Attribution

Editing and Sharing the Course was adapted by the Technology-Facilitated Sexualized Violence Development Team from [Section 2: Technical Guide](#) in [Safer Campuses for Everyone: Implementation Guide](#) that is licensed under a [Creative Commons Attribution 4.0 International licence](#).

# How to Obtain and Edit the Course

## Obtaining a Copy of the Course

Download a SCORM version of *Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* from the [Intersectional Sexualized Violence](#) project page. If your institution has an Articulate Rise account, you can request direct access to a copy of the course by completing the form on the Intersectional Sexualized Violence project page. For copies shared directly through Articulate Rise, be sure to provide the email address that the Articulate Rise account is associated with. You will receive an email from Articulate Rise confirming that the course has been shared with your account.

## Articulate Rise: Overview

Articulate Rise is a web-based application eLearning authoring tool that enables developers and instructional designers to quickly create custom, interactive courses – no coding experience needed. Some of the benefits of using Articulate Rise are:

- It adapts to all devices (phone, tablet, laptop, and desktop computers) and screen orientations (portrait, landscape).
- It has lots of interactivity, including timelines, flashcards, carousels, quizzes, and scenarios.
- It is easy to edit content and then import into an LMS.
- It has the ability to output as SCORM (see information on SCORM below) to track learner progress and completion, and to output as HTML5 or PDF.
- It has the ability to export translatable files to convert courses into different languages.
- It allows you to include videos and other multimedia.

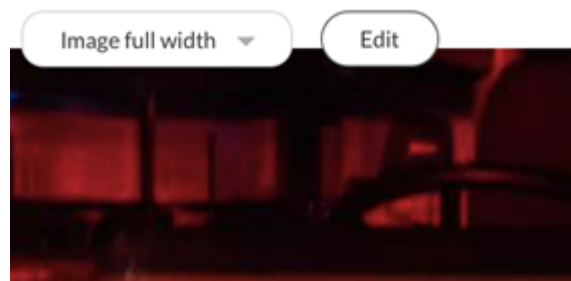
**Note:** All edits to the course content of *Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions* must be done in Articulate Rise before exporting the course to an LMS.

## Editing the Course in Articulate Rise

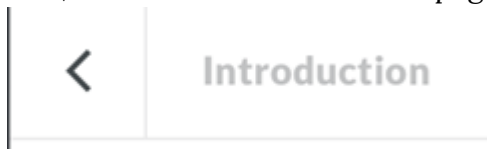
1. Once you have a copy of the course, log in to [Articulate Rise 360](#).
2. Click on Rise 360.
3. Click on the course you want to edit.
4. Click on Edit Content for the area(s) to be edited, and navigate to the area you want to edit.

- **Note:** There are a few ways to recover accidentally deleted content:
  - If you've accidentally deleted some text or a table in your block, you can use CTRL+Z (or CMD+Z) to undo the action.
  - If you delete a lesson or a block, you'll see an Undo button for a few seconds at the bottom left of your screen. Once the Undo button is gone, there is no way to undo/recover the deleted block. The lesson/block will need to be recreated.

5. To edit text, click on the text you want to edit and then type.
6. To replace an image, hover over the image, and then click on Edit on the left side of the image. Click on Edit once the side panel opens – you will have the option to upload an image of your own or search for an image from the Articulate Rise content library.

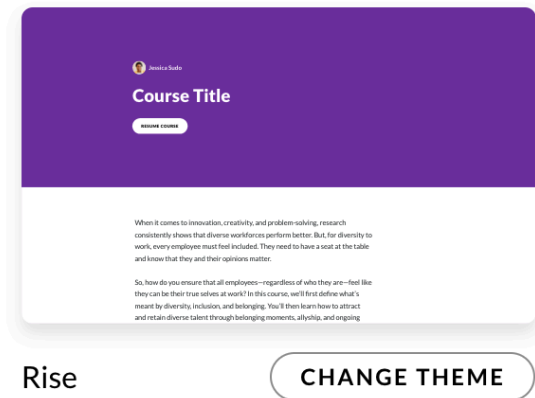


7. To update the logo or the course banner:
  - a. If you are in one of the lessons, return to the main course page.



- b. Click on Theme in the upper right corner.
  - c. Click on Cover Page in the Theme menu.

## Theme



**Cover Page**

**Navigation**

**Lesson Headers**

**Colors**

**Fonts**

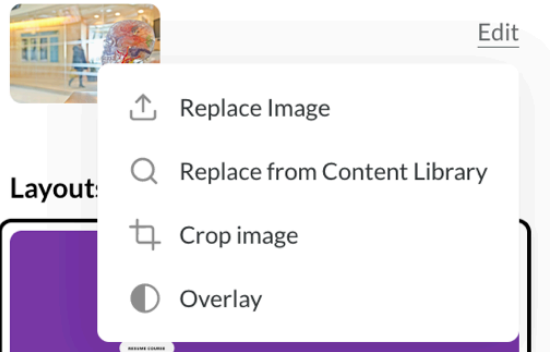
**Blocks**

- d. Scroll to the bottom of the Cover Page menu.
  - e. In the Logo section (at the very bottom), click on Upload Logo and upload your logo.
8. To update an existing cover photo:
- a. Click on Theme in the upper right corner.
  - b. Click on Cover Page in the Theme menu.
  - c. Under the first section, Course Image, click on Edit. You will have the option to replace the image (from local files or from the Articulate Rise content library).

← Back

## Cover Page

### Course Image

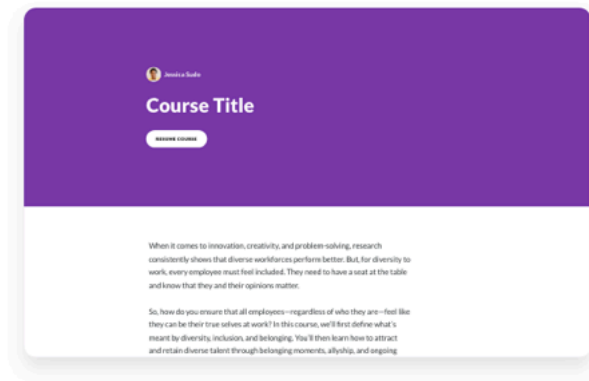


9. To update the course colour or font:

- a. Click on Theme in the upper right corner.
- b. In the Theme menu, click on Colors to modify the course colours. You can choose between your own colours or predefined colours.
- c. In the Theme menu, click on Fonts to modify the course fonts. Scroll through the font styles to select the ones you want.

**Note:** Under the Theme menu you may also customize the way you navigate through your course, the Lesson Header style, and how you would like the blocks styled.

# Theme



Rise

CHANGE THEME

## Cover Page

## Navigation

## Lesson Headers

## Colors

## Fonts

## Blocks

ADD COVER PHOTO

Upload Photo

Browse Cover Photos

**Note:** There is no “Undo” button. All edits are saved in real time.

## Additional Articulate Rise Tutorials

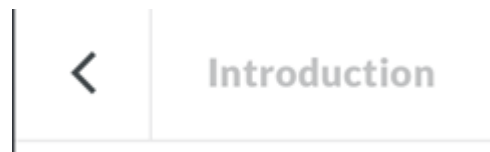
- [A Quick Overview to Articulate Rise 360](#)
- [Articulate Training Videos](#)
- [How to Translate Rise Course into Different Language](#)
- [Articulate Rise – Creating, Sharing, and Reusing Block Templates](#)
- [Articulate Review – Publish Rise projects to Articulate Review \(included with subscription\) to collect feedback](#)

# How to Export a Customized Version of the Course to SCORM

SCORM stands for Shareable Content Object Reference Model. It's a collection of online training materials that is put together to an agreed standard for learning objects. The agreed standard tells programmers how to write their code so that it can “play well” with various learning management systems (such as Moodle, Desire2Learn, Blackboard, and Canvas). The SCORM package can track learners’ progress and completion. Note that edits cannot be made once the course content has been exported to SCORM.

If you have made any course edits in Articulate Rise, you can then export the course as a SCORM package:

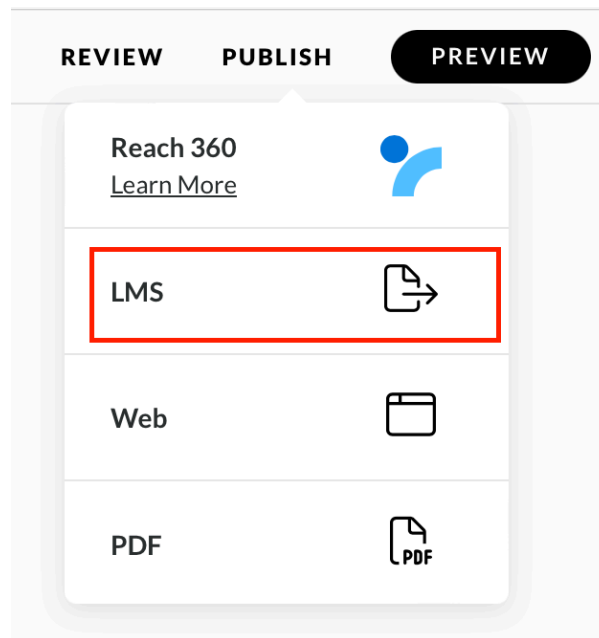
1. Return to the main landing/home page of the course.
  - **Note:** If you are in one of the modules, click on the back arrow button to return to the course homepage.



2. Click on Publish in the menu at the top right.

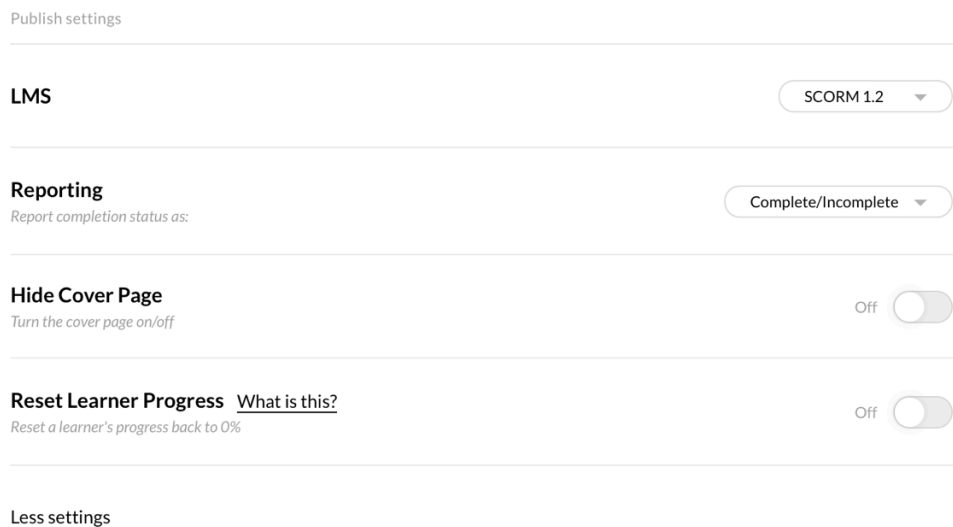


3. In the Publish menu, click on LMS.



4. Click on More Settings at the bottom of the page and then update the course settings to the following:

<b>LMS</b>	SCORM 1.2
<b>Reporting</b>	Complete/incomplete
<b>Hide Cover Page</b>	Off
<b>Reset Learner Progress</b>	Off



5. Click on Publish in the menu at the top right.

6. You should be prompted to download the package (in .zip format) to your computer. Save the .zip file somewhere that you can easily remember and access, because you'll need it to upload to your LMS.

# How to Upload SCORM Course Content into Learning Management Systems

## Moodle

### Adding a SCORM Activity

1. With editing turned on, click on Add an Activity or Resource in the section where you want to add the SCORM package.
2. Select SCORM Package and click on Add.
3. Enter a name for the SCORM package.
4. In the Description box, enter any instructions for students (optional).
5. In the Package section, click on Add.
6. Select the zipped (.zip) SCORM package and click on Open.
7. Click on Upload This File.
8. In the Attempt Management section:
  - a. Select the number of attempts you want to give students to complete the SCORM activity.
  - b. Select how you would like those attempts to be graded.
9. Click on Grade to set up the maximum number of points available in the SCORM package.
10. Look through the other available settings that may be applicable to your activity.
11. When you have applied all of the settings you want, click on Save and Return to Course or Save and Display.
12. For information on how to access SCORM reports in Moodle, see [SCORM Reports](#).

## Desire2Learn

### Adding a SCORM Activity

1. In Content > Table of Contents, click on Import Course and then Import Course Package.
2. Drag the zipped (.zip) SCORM package into the Upload box.
3. Select Upload.
4. Click on Import All Components.
5. Click on Continue.
6. Click in the Select All Components checkbox to import all files in the SCORM package.

7. Under Advanced Options > Import File To, type in a unique module name so that the unzipped files from your SCORM package will be placed in their own folder (and won't conflict when you load more SCORM packages). Use the name of the learning module or another logical name that is unique to the content.
8. Click in the Import Metadata checkbox.
9. Click on Continue through the next screens until you see a confirmation message that your course import was successful.
10. Click on View Content to view your SCORM package in the Content section of the course.
11. Click on the SCORM package name to view (and test) the SCORM package, rename it, add a description or restrictions, and so on.

For information on how to access SCORM reports in Desire2Learn, see [Track Activity and User Progress on SCORM Objects](#).

## Blackboard

### Adding a SCORM Activity

1. With editing turned on, enter the content area into which you wish to place your SCORM learning object.
2. Hover over Build Content and select Content Package (SCORM).
3. The Add SCORM Content screen will appear. Click on Browse Local Files and locate the object you wish to upload, then click on Submit.
4. In the Title area, the title will be automatically populated from information taken from the object you uploaded in the previous step. You can change this if you wish. You can also enter a description of the SCORM package content.
5. In the SCORM Availability area:
  - a. Set Make SCORM Available to Yes.
  - b. Set the Number of Attempts that you will allow.
  - c. Set a time range for the object to be available if necessary and appropriate.
  - d. If you wish, you can choose to track the number of views. Note that this option will only track viewing the link to the object, not the object itself.
6. In the Grading Area, set how the SCORM package should be marked.
7. SCORM Score – Displays the total score.
8. SCORM Completion – A check mark indicates that a user has completed the item.
9. SCORM Satisfaction – When creating the SCORM content, if you selected a minimum score the student must achieve, click in the check box to enforce a pass or fail element. For a pass mark, a green check mark will be displayed in the Grade Centre column, and a score of

100.00 will be added to the Grade Attempt. A red X and a mark of 0.00 will be displayed for failure.

10. Enter a due date (optional).
11. Leave the Grade Timing option set at the default (i.e., When SCORM is completed, with Grade of Last Attempt).

For information on how to access SCORM reports in Blackboard, see [Add SCORM Content Packages to Your Course](#).

## Canvas

### Creating a Canvas Course Shell

If you need to create a brand new course shell, follow these instructions: [How Do I Start a New Course from the Dashboard as an Instructor?](#)

### Adding a SCORM Activity

1. By default, SCORM is hidden in Canvas. In order to upload, the tool will need to be visible:
  - a. Click on Settings.
  - b. Click on the Navigation tab.
  - c. Drag and drop the SCORM menu item from hidden area to the visible area of the course menu.
  - d. Click on Save. Now you're ready to upload the SCORM package.
2. In Course Navigation, click on the SCORM link.
3. In the upper right area, click on Upload.
4. Select the file from your computer and click on Open.
5. Select the .zip file containing your SCORM package. It may take several seconds to upload the file, depending on its size; a progress bar will indicate upload status. When the process is complete, the new upload will appear on your list of SCORM packages.
6. Once the file is uploaded, select the object import type Import as a Graded Assignment, then click on Go.
7. Navigate to the Assignments tool and find the new assignment. Edit the assignment to add necessary instructions, point value, due date, and so on. Do not change anything in the Submission Type field.
8. Click on Save, then click on Publish to publish the assignment.
9. To view the assignment in Canvas or to edit assignment details, click on the Assignment icon. Imported SCORM assignments are also displayed on the Assignments Index page. Once the

assignment has been imported, you can move it to an assignment group and add it as a module item.

**Note:** All SCORM uploads default to 100 points.

## Creating a Module in the Course

To create a module in the course, follow these instructions: [How Do I Add a Module?](#)

## Adding the SCORM Package to the Module

When you are creating an assignment after having uploaded the SCORM package, Technology-Facilitated Sexualized Violence appears as an item you can select. Select it and then click on Add Item.

For more information, see [How Do I Create an Assignment?](#)

## Publishing the Course

If you have permission to publish the course, follow these instructions: [How Do I Publish a Course?](#)

Your institution may have restricted this feature. If so, please contact your support team.

For information on how to access SCORM reports in Canvas, see [How Do I View Course Analytics?](#)

# Accessibility Considerations

Accessibility means course content designed for all learners – including those with auditory, visual, mobility, or learning disabilities. Articulate Rise supports NVDA, JAWS, VoiceOver, and TalkBack screen readers and aims to follow Web Content Accessibility Guidelines (WCAG) 2.1 Level AA. Specific features and ongoing work to develop fully accessible courses are described in the [Rise 360 Accessibility Conformance Report](#).

Most of Articulate Rise’s accessibility features, such as keyboard navigation, buttons, links, and forms, are built into the app and do not require input or decision-making from course developers. However, a number of accessibility considerations are the responsibility of course developers. In *Technology-Facilitated Sexualized Violence: An Introductory Course for B.C. Post-Secondary Institutions*, alt text (text-based descriptions) is provided for all images and graphics. As well, all videos include closed captioning.

Any changes to the course colours or fonts, or any new graphics or videos that are added, should be accessible as well. This means checking colour contrast, labelling graphic blocks, providing closed captioning for videos, and writing alt text for images. For more information, see these articles on the Articulate Rise website:

- [Adding Alternative Text to Images](#)
- [Adding Closed Captions to Videos](#)
- [Using Keyboard Navigation](#)

Articulate Rise also offers a feature that can easily translate a customized course into a different language (the app supports left-to-right languages and scripts with double-byte character sets). For more information, see [Translate Your Course](#).

## Known Accessibility Issues

Currently, matching drag-and-drop questions aren’t fully accessible in Articulate Rise. This course uses one drag-and-drop knowledge check in Module 2. An alternative text version of this activity, which includes the term and the matching answer, is included following the knowledge check. This activity can be altered (e.g., changed to multiple-choice questions) to better meet the needs of your students, if desired.

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# Versioning History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.01. If the edits involve substantial updates, the version number increases to the next full number.

The files posted by this book always reflect the most recent version. If you find an error in this book, please fill out the [Report an Error](#) form.

Version	Date	Change	Details
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