

**An exploration of junior high school students’
perceptions of
gender-based violence on the digital Internet in Taiwan**

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CONTENTS

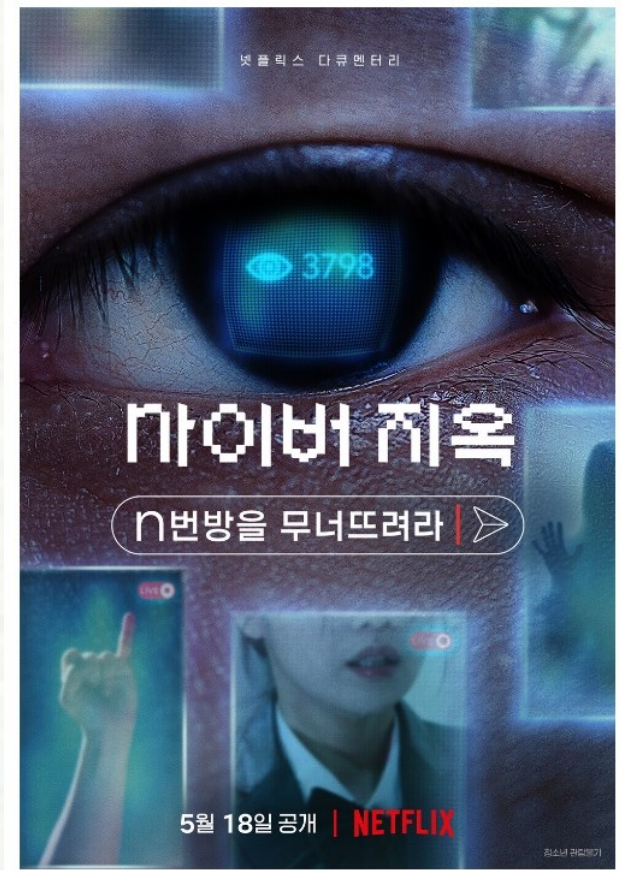
- I. Introduction
- II. Literature
- III. Method
- IV. Result
- V. Discussion



I. Introduction



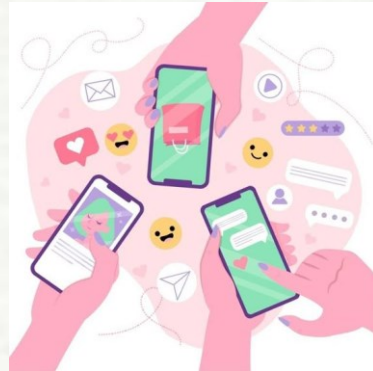
I. Introduction



Nth room case



I. Introduction



2023 → 32.2hrs

2020 → 27.2hrs

Internet usage time (excluding time spent doing homework and online classes) averages 4.6 hours per day.



I. Introduction



- A. 80% (82.7%) → own smartphone
- B. 10.1 years old → first smartphone
- C. 3.8 social media accounts



II. Literature



- (I) Understanding internet literacy
- (II) Online deviant behaviors
- (III) The virtual world, multi-culturalism
- (IV) Various forms of digital/online gender-based violence



(I) Understanding internet literacy

1970 U.S. National Commission on Libraries and Information Science



Internet literacy

- A. Internet tools and the ability to search for Internet information.
- B. The ability to criticize and comment on Internet information.
- C. The ability to identify and understand Internet information.
- D. The ability to publish and create Internet information.

Shu-Fang Lin(2016). Relationship between Internet Literacy and Parental Mediation in Taiwanese Adolescents, *Chinese Journal of Communication Research*, 30, 3-29.



(II) Online deviant behaviors



(2020)

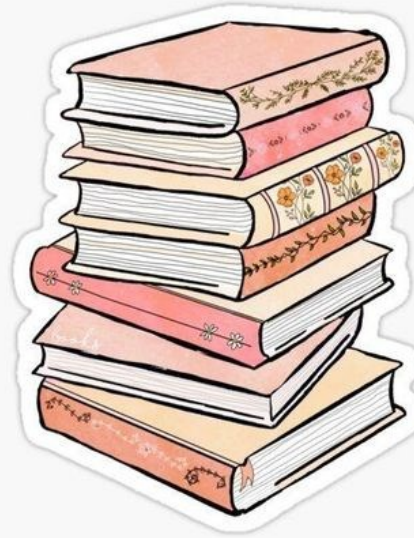
A. Nearly 40% (36.6%) of children have given important personal information to netizens;

B. 41.8% of children have falsely claimed to meet age requirements for using certain social media;

C. 1.9% of children believe it is acceptable to exchange nude photos to prove their feelings for friends or romantic partners.



(III) The virtual world, multi-culturalism



(IV) Various forms of digital/online gender-based violence



- A. Technology-facilitated Sexual Violence
- B. Image-Based Sexual Abuse
- C. Online sexual harassment



A. Image-Based Sexual Abuse

- (a) Relationship Retribution
- (b) Sextortion
- (c) Sexual Voyeurism
- (d) Sexploitation
- (e) Sexual Assault Imagery

B. Online sexual harassment

- (a) Sexual temptation
- (b) Rape threats
- (c) Graphic sexual harassment
- (d) Misogynistic hate speech



III. Method

Online anonymous questionnaire

A. Bio sociodemographic information,

B. Perceptions

C. Prevention of digital gender-based violence experiences



Digital gender-based violence - four essentials and five insufficiencies

- A. Do not violate your will, do not force others to take or transmit images
- B. Do not obey others' demands to take pictures of yourself (selfie);
- C. Take your time when sending messages, and think carefully before doing so.
- D. Never share or forward private photos without explicit permission.
- E. Refrain from mocking or making fun of victims; treat them with empathy and respect.



Digital gender-based violence - four essentials and five insufficiencies

- A. Inform a teacher or trusted adult about the situation.
- B. Take a screenshot as evidence to document the incident.
- C. Set reminders or alarms to stay vigilant and mindful of the situation.
- D. In order to prevent and control digital gender violence, it is necessary to inform against the injuring party, even if it is a fake account, let the administrators handle it in accordance with regulations.



4要

Digital gender-based violence - four essentials

要告訴師長



比起獨自面對
師長可提供更多協助

要截圖存證



有明確的證據
有效將歹徒繩之以法

要記得報警



不只為了自己
避免更多無辜者受害

要檢舉對方



就算是假帳號
讓管理者依規定處理

若真的不小心在網路上遇到騷擾或威脅，你可以透過「4要」來尋求協助



5不

Digital gender-based violence

five insufficiencies

不違反意願



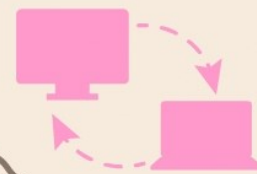
不可強迫他人拍攝
或傳送影像

不聽從自拍



不要聽從引誘拍攝
自己的影像

不倉促傳訊



傳送訊息及影像前
應再三確認

不轉寄私照



收到他人私密照，
轉傳即違法

不取笑被害



取笑或檢討被害人
是更大傷害

就是5件不要做的事



IV. Result

A. 173 participants, 80 male and 93 female teenagers

B. Chi-squared test was used to test the significant of variables



Findings revealed that:

A. In order to prevent and control digital gender violence, it is necessary to inform against the injuring party, even if it is a fake account, let the administrators handle it in accordance with regulations.

B. Do not violate your will, do not force others to take or transmit images.

C. Do not obey others' demands to take pictures of yourself (selfie).

D. female teenagers had stronger attitudes than male teenagers.

In terms of usage experience, male students had more negative experiences than female students.



V. Discussion

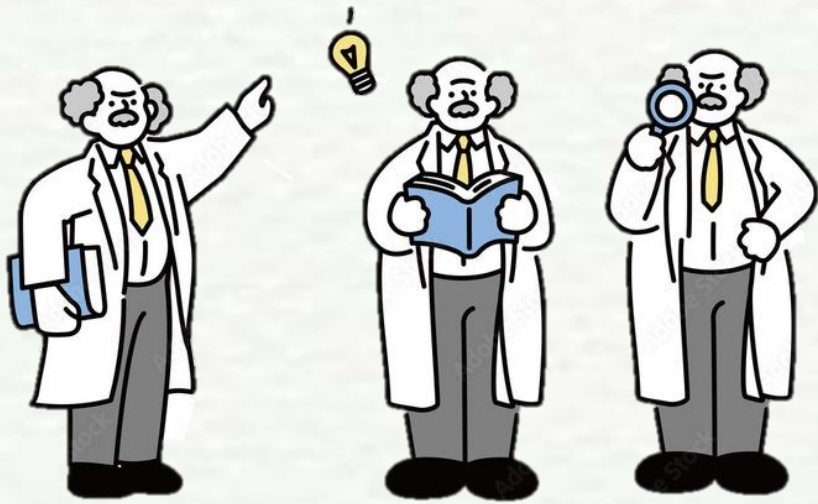


A. Enhance the professional knowledge and skills to prevent digital gender-based violence.

B. Promote research-based programs on the prevention of digital gender-based violence, and building systematical, diverse and abundant resources.

C. Training students to become key members of the prevention of digital gender-based violence is crucial.





A. Research should include understanding the causes of digital/online gender-based violence.

B. Conducting qualitative study to explore the experiences of boys in this context.



Thank You For Listening

